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ABSTRACT

The curriculum guide sets forth skills and learning activities in ungraded intermediate reading I for educable mentally handicapped students in junior and senior high school. Facilitating activities, suggested materials, and behavioral objectives are listed for 14 language arts skills: recognizing and reading words ending in silent 'e;' identifying sight words; using consonant blends; recognizing vowel digraphs; reading words containing consonant digraphs; reading r-controlled words; using word endings 'ing,' 's,' 'es,' 'ed;' changing singular nouns to plurals; recognizing the capitaliztion of proper nouns; recognizing interrogative sentences; identifying words of opposite meaning; forming compound words; forming contractions; and recalling factual information. (CL)

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ED179059

EDUCABLE MENTALLY HANDICAPPED (EMH): LANGUAGE ARTS--LEVEL IV

1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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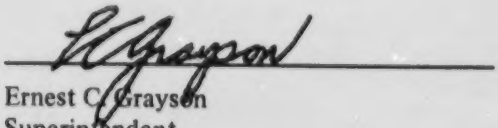
FOREWORD

The opportunity to restudy the curriculum and to assess it in terms of relevance for the students of today has been the most significant aspect of the year-round plan of school organization.

During the implementation of the Elective Quarter Plan (EQP) our curriculum has been studied, evaluated and rewritten into sixty-day instructional units based on the needs and interests of the students. Many of these courses are still in a preliminary draft and subject to study and review.

The process of curriculum development is continuous. Stated objectives must be tested and evaluated in the classroom to provide the feedback necessary for valid revision. Only through the ongoing assessment of need, with adjustments and redesign based on new input, interaction and tryout, can we reach our goal of maintaining a curriculum sensitive to the ever-changing requirements of the system.



Ernest C. Grayson
Superintendent
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Susan Canfield	O. M. Lassiter Middle School
Cinda Darbro	Fairdale High School
Nancy Seewer	Jeffersontown High School

PHILOSOPHY

We believe that it is our responsibility as special education teachers to provide experiences that will meet the needs of the individual in the following ways:

Create a program which has purpose, meaning, and utility for children at each stage of their development.

Help each student develop a realistic, positive self-image.

Assist the student in developing the potential to make academic progress and emotional, physical, and social adjustment in society.

By incorporating a "total approach" concept, we seek to meet a wide variety of student needs through a balanced program of affective, cognitive, and psychomotor development.

We believe, furthermore, that we must attempt to provide personal counseling for each student and his/her family in order to enhance the student's own understanding of his/her ability to cope with own limitations. Our counseling includes prevocational and vocational guidance, the promotion of sound mental health, working with social, therapeutic, and mental health agencies in the community, and helping in job placement with follow-up procedures to assure a higher degree of independence, security, success and happiness for each student.

We believe that these objectives can be realized through a curriculum which stresses learning by doing, perceptual knowledge and sensation, the utilitarian character of learning, an emphasis on training for life adjustment, a variety of practical facilitating activities and multi-sensory activities.

Our aim is to provide the practical educational experiences which will produce aware, involved and self-sufficient citizens of our community.

INTRODUCTION

A public school system must take the responsibility of educating all of its pupils. The educational process, however, must be in accord with the student's needs and abilities as an individual. For this reason, public education has provided for special education classrooms in which the students who have been diagnosed as educable mentally handicapped can function in an instructional program that proceeds along lines which are progressive, sequential, and in accordance with the needs and abilities of the individual to be instructed.

The Jefferson County Board of Education recognizes the importance of providing the educable mentally handicapped student with an educational program based upon individual needs, interests, and abilities. This program strives to promote maximum development of each student and attempts to assist him/her in daily living, so that he/she may become a contributing and self-sufficient member of society. Education is planned to enable the student to develop the elementary skills and attitudes which are fundamental to the social and economic adjustment of the mentally handicapped. Each child must be accepted as an individual and given the opportunity to progress to the limits of his/her ability with respect for individual worth.

The educable mentally handicapped student is one who has failed to function successfully in a regular instructional program due to a variety of factors. It must be noted that the educable mentally handicapped student has the same emotions, desires, needs and frustrations as the average student. The EMH student, however, differs as to the rate and the degree of his/her development, particularly in academic areas. Therefore, emphasis should always be placed upon the learner and the academic level at which he/she is presently functioning.

The educable mentally handicapped student has been tested and has attained an intelligence quotient score within the range of 50-75. Although mental retardation is the student's major handicap, he/she has further been diagnosed as having exhibited one or more of the following characteristics:

Intellectually he/she has limited capabilities; difficulty in using symbols in reading, writing, and arithmetic; limited ability to perceive cause and effect; limited ability to solve problems; and difficulty in oral and written expression.

Emotionally he/she has a poor self-image; inability to realistically evaluate own strengths and weaknesses; and a restricted maturity level.

Physically he/she may have additional handicaps such as speech, hearing and visual defects and poor motor coordination.

Socially he/she frequently comes from an environment where education has not been highly valued; has some difficulty in participating, understanding, and meeting everyday problems and/or has limited life experiences upon which to base academic learning; and may have had adjustment problems in school.

Due to class size the EMH program has either been able to meet these individualized needs and provide training in basic academic skills, habits, and social attitudes; or has provided prevocational and vocational training geared to the individual. This does not exclude, however, the possibility of later integrating the EMH student back into the regular program in areas in which he/she can achieve successfully. The ultimate goal of special education is to produce a happy, well-adjusted, socially acceptable, civically responsible individual who can become an involved member of society.

Explanation of LEVELS in the program for the Educable Mentally Handicapped

Level I: Readiness
Level II: Extension
Level III: Beginning of reading for years six, seven and eight
Level IV: Ungraded Intermediate Reading I
Level V: Ungraded Intermediate Reading II

GENERAL OBJECTIVES

Middle School and Junior High School

Develops individual reading readiness congruent with present level and capacity for learning.

Develops skills in language arts involving the functional and practical words most commonly used in experiential areas.

Develops individualized arithmetic concepts based on the need of the student to function in society as a consumer.

Develops the communicative skills necessary to participate in society.

Develops an awareness and understanding of the opportunities and responsibilities of a citizen.

Develops an understanding of the world in which one lives and his/her relationship and adjustment to it.

Develops an understanding of his/her own limitations and the ability to plan a realistic program commensurate with own skills and abilities.

Senior High School

Continues the development of skills, objectives and behavior patterns previously established.

Develops more mature behavior so that he/she may better cope with and function in society.

Acquires occupational information concerning the importance of all work and especially the work available in his/her own community.

Becomes able to measure own abilities against the requirements of a job in which he/she is interested and to balance desire with potential.

Acquires vocational training (at home, in school or at a "referred" location) in required manual and nonmanual skills.

Attempts to obtain a job.

Becomes familiar with social agencies and community services that will be available to him/her after leaving the school setting.

Continues enrichment activities and leisure time interests in order to achieve a more fulfilling life.

OUTLINE OF COURSE CONTENT--LEVEL IV*

I. Recognizing and reading words ending in silent e

II. Identifying sight words

III. Using consonant blends: br, cr, dr, fr, gr, pr, tr, wr, dw, tw, sc, sk, sm, sn, sp, st, sw

IV. Recognizing vowel digraphs ai, ay, ee, ea, oe, oa, ue, ui, ie

V. Reading words containing consonant digraphs ch, gh, ph, sh, th, wh

VI. Reading r-controlled words

VII. Using word endings ing, s, es, ed

VIII. Changing singular nouns to plurals

IX. Recognizing the capitalization of proper nouns

X. Recognizing interrogative sentences

XI. Identifying words of opposite meaning

XII. Forming compound words

XIII. Forming contractions

XIV. Recalling factual information

*The area(s) of language arts emphasized in each facilitating activity is indicated in parenthesis following the activity.

EDUCABLE MENTALLY HANDICAPPED (EMH): LANGUAGE ARTS--LEVEL IV

Skill 1: Recognizing and reading words ending in silent e

Behavioral Objective: Given a written list of ten one-syllable words, each containing a long, medial vowel sound and ending in a silent e, the student will orally read each word as it is listed.

Facilitating Activities	Suggested Materials
1. Show word picture cards of objects whose names contain the medial long vowel sound of a, o, i, or u. Have the student repeat the name of the object after the teacher pronounces it. Stress the long vowel sound. (Listening and Speaking)	Word picture cards Duplicating Masters: Masters and Masks: Vowels. Charts: Vowel Sounds Chart. Vowel Charts.
2. Play tape recording of words containing the long medial vowel sound. Have the student write the letter representing the medial vowel he/she hears. (Writing and Listening)	Tape recorder Paper Pencil Poster Cards: Vowel Poster Cards.
3. Use the Language Master. Have the student repeat the word he/she hears. (Listening and Speaking)	Teaching Machine: Language Master. Paper Pencil Cassettes: Vowels. Cassettes for Sound Learning.
4. Write on chalkboard a list of one-syllable words each containing the short medial vowel a, i, o, or u. Beside each word, write the same word adding silent e, and read orally the newly formed word. Have the student say each word. (Listening and Reading) Examples: pan pane cap cape pin pine cub cube ton tone	Chalkboard Chalk Cards: Magic Cards: Vowels. Vowel-Links Poster Cards. Kit: First Experiences with Vowels. Pictures: Vowel Pictures for Peg Boards.

Facilitating Activities

Suggested Materials

Cards:
Dolch Group Size
Vowel Cards.

Chart:
Long Vowels.

5. Show a picture card of an object whose name contains a long medial vowel. Under the picture card, show the name of the object, omitting the medial vowel. Have the student identify the object and say the missing vowel. (Reading and Speaking)

Picture Cards:
Phonetic Drill Cards.

Kit:
Vowel Series. Look, Listen and Learn Program.

Example:

6. Say the long vowel sound of a, i, or u. Have the student name a word containing that vowel. (Listening and Speaking)

Kit:
Vowel Sounds/
Self-Instructional
Modalities.

Record:
Listen and Do: Vowels.

7. Write on the chalkboard a list of one-syllable words, each containing the short medial vowel of a, i, o, or u. Have the student add e to each word and say the word. (Reading and Speaking)

Chalkboard
Chalk

Wheels:
Vowel Wheels.

8. Distribute sets of picture cards of objects whose names have the long medial vowel. Have the student sort the cards, putting pictures whose names contain the same long vowel in separate piles. (Reading)

Cards:
Long Vowels.
Vowel Combination
Puzzles.

9. Say a word containing a long, medial vowel. Have a student say another word containing the same medial vowel. (Listening and Speaking)

Duplicating Master:
Long and Short Vowels
Spirit Duplicating
Masters Book.

Facilitating Activities	Suggested Materials
10. Give each student a picture card. Have the students whose picture's name contains the same medial vowel group themselves together. (Reading)	Cards: Tray Puzzle Phonics.
11. Group students. Assign each group one vowel (a, i, o, or u). Have students cut from magazines, pictures whose names contain their assigned medial vowel and use their pictures to make booklets. (Reading)	Magazines Scissors Paste Paper
12. Distribute work sheets containing a set of pictures and a set of words. Have the student match the pictures to the corresponding words. (Reading)	Work sheet Duplicating Master: Vowel Duplicator Workbook.
13. Distribute work sheets containing twenty words each with a long medial vowel. Have the student rewrite the words, grouping them according to word families. (Reading and Writing) Example: Work Sheet: pile lake, make mile, cone take, tile Jane, cane file Student: make tile, cake file, lake mile, take pile	Work sheet Pencil Transparencies: Vowel Transparencies. Duplicating Master: Long and Short Vowels Spirit Duplicating Masters Book.
14. Write a master word, such as lake, on the chalkboard. Distribute envelopes containing word cards. Have the student find word cards rhyming with the master word. (Reading)	Chalkboard Chalk Word cards
15. Distribute picture cards of objects whose names contain the long medial vowel of a, o, i, or u. Have the student write the name of the object shown in each picture. (Reading and Writing)	Word cards Paper Pencil Kit: The Phonics Story Series.

Facilitating Activities	Suggested Materials
16. Distribute a work sheet with four words in each row. Have the student circle the word that has the same long medial vowel as the first word in each row. (Reading) Example: 1. cake time (tame) cone 2. bite same cube (time)	Work sheet Pencil Kit: Vowel Enrichment. Listen-Look-Learn.
17. Write a list of one-syllable nonsense words ending with silent e on the chalkboard. Have student read each word orally. (Reading and Speaking)	Chalkboard Chalk Kit: Long Vowel Sounds. O'Hare Starite Program.
18. Distribute work sheets with numbered rows of words. Say the long vowel sound of a, o, i, or u. Have student circle the word or words containing the long vowel pronounced. (Listening and Reading) Example: Teacher says-- Student circles-- ā 1. (cake) mile (tame) can ō 2. pile pin (cone) cute Variation: Teacher says the word and has the student circle another word with the same vowel sound.	Work sheet Pencil Cassettes: Vowel Enrichment.
19. Make a deck of fifty-two word cards with groups of four cards having words in the same language family, such as ake, ate, ame, age, ane, ide, ile, ime, ine, one, ope, ute, ade. Use the cards to play a game like "Fish." The winner has the most sets of word cards. (Reading)	Games: Sea of Vowels. Dolch, Edward W. Vowel Lotto. End-in-E-Game.
20. Give a newspaper column to each student. Have the student circle all words ending with silent e. (Reading)	Newspapers

Facilitating Activities	Suggested Materials
21. Distribute work sheets containing three columns of one-syllable words containing the long medial vowels. Assign a vowel to each row of students. Have the students circle all words containing the given vowel. (Reading)	Work sheet Pencil
22. Distribute work sheets containing five words in each line (four words the same and one different). Have student circle the word that is different. (Reading) Example: cake cake (came) cake cake	Work sheet Pencil
23. Write on the chalkboard a one-syllable word containing the long medial vowel a, o, i, or u. Underline the medial vowel. Have student substitute other vowels for the underlined vowel and circle all real words. Discuss how each word changed. Example: (cake) (male) (coke) (mile) cike (mole) cuke (mule) Variation: Have the student substitute other consonants for the final consonant. Example: cake cape came cage	Chalkboard Chalk
24. Refer to Activity 23. Have the student write sentences containing the real words. (Reading and Writing)	Chalkboard Chalk Paper Pencil
25. Have the student cut from magazines words ending in silent e and paste them randomly on construction paper. (Reading)	Construction paper Paper Scissors Glue Magazines

Facilitating Activities	Suggested Materials
26. Distribute a work sheet containing incomplete sentences and a choice of two answers, one of which has the short medial vowel and the other, the long medial vowel. Have the student write the word which contextually completes each sentence. (Reading and Writing) Example: 1. The mother fox has a baby _____. (cub, cube) 2. Go fly a _____. (kit, kite)	Work sheet Pencil
27. Distribute seek and find work sheets containing one-syllable words, some of which contain a long medial vowel. Have the student circle the words containing the long medial vowel. (Reading)	Work sheet Pencil
28. Distribute work sheets containing sentences. Have the student complete the words containing blanks by supplying missing vowels. (Reading) Example: The child h_s a r_d c_p.	Work sheet Pencil
29. Distribute written lists of ten one-syllable words containing the long medial vowel a, o, i, or u and ending in silent e. Have the student read each word orally. (Reading)	Work sheet

EMH: LANGUAGE ARTS--LEVEL IV

Skill 2: Identifying sight words

Behavioral Objective: Given the sight words listed below, presented one at a time, the student will name each word as it is presented.

cut	dog	hat	ten	oh	boy
fun	sat	very	they	age	cow
house	bird	ask	buy	far	hid
pet	was	two	feel	pay	tie
too	hurt	bad	cap	put	wet
quite	air	way	our	food	arm
burn	bag	come	find	led	set
small	dig	old	them	snow	say
ate	how	brown	girl	nor	but
dry	hen	pan	top	came	gave
name	these	being	open	know	egg
ham	I'll	key	look	Mrs.	one
room	sent	want	card	late	ride
use	oven	oil	write	cold	end
I'm	kind	low	most	[illegible]n	round
sew	went	face	made	same	about
ever	today	three	dark	gas	help
ink	last	many	must	poor	rub
son	were	fine	make	side	ago
they	any	door	glad	here	its
left	milk	near	pot	rug	soon
west	fire	mine	take	away	draw
toy	best	hold	job	lid	Miss
net	read	said	tell	white	five
more	time	baby	only	few	knew
book	east	gun	ill	just	live
[illegible]	rest	send	walk	with	may
[illegible]	out	moon	car	bell	flag
[illegible]	sing	sleep	ice	sea	both
[illegible]					

Facilitating Activities	Suggested Materials
1. Refer to EMH: Language Arts -Level II, Skill 2.	Jefferson County Public Schools. EMH: Language Arts--Level II.
2. Refer to EMH: Language Arts--Level III, Skill 12.	Jefferson County Public Schools. EMH: Language Arts--Level III.

Facilitating Activities	Suggested Materials
3. Have the student alphabetize ten sight words. Increase the number of sight words as the student progresses. (Reading)	Ibid. Jefferson County Public Schools. EMH: Language Arts, Level II.
4. Use sight-word flash cards for drill. Have the student practice reading word cards. (Reading)	Teacher-made word cards

Skill 3: Using consonant blends br, cr, dr, fr, gr, pr, tr, wr, dw, tw, sc, sk, sm, sn, sp, st, and sw

Behavioral Objective: Given a written list of twenty incomplete sentences containing words from previously taught vocabulary, each followed by a pair of words, both of which begin with a consonant blend of br, cr, dr, fr, gr, pr, tr, wr, dw, tw, sc, sk, sm, sn, sp, st, or sw, the student will write the blended word which contextually completes each sentence.

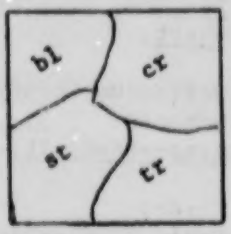
Facilitating Activities	Suggested Materials
1. Introduce each new blend group such as br, cr, dr, fr, gr, pr, tr, and wr, one at a time. (Listening and Speaking)	Chart: Consonant Blends and Digraphs Wall Reference Chart.
2. Refer to EMH: Language Arts--Level III, Skill 11, Activities 1-4.	Jefferson County Public Schools. EMH: Language Arts--Level III.
3. Provide oral practice with blends. Say: I'm thinking of a word which begins with pl. Have student say a word containing the given blend. (Speaking) Variation: Use word cards to display examples of each blend.	Cards: Magic Cards--Blends and Digraphs.
4. Write a consonant on the chalkboard. Have the student add consonants to form blends. (Speaking)	Chalkboard Chalk Cards: Word Blends.
5. Assign each student a consonant blend. Have the student draw pictures of four objects which begin with the assigned blend. (Speaking and Reading)	Paper Pencil Crayons Felt-tip markers
6. Distribute work sheets containing five words on each line. Have the student circle the word or words which begin with the same blend as the first word in each line. (Reading)	Work sheet Pencil

Example:

blue	ball	(blue)	(black)	bug

Facilitating Activities	Suggested Materials
7. Play a tape recording of the consonant blend sounds. Give the student a set of ten word cards. Have the student pick up the card which begins with a given consonant sound. (Reading and Listening)	Tape recorder Word cards
8. Distribute cardboard or poster board which has been marked off into areas containing blends. Have the student cut magazine pictures of objects whose names begin with designated consonant blends and glue them on the cardboard in collage form. (Reading)	Poster board Magazines Glue Scissors

Example:



9. Play "Blend Bingo." Distribute cards divided into twenty-five squares, each square containing the letters which represent a consonant blend. Say a word beginning with a consonant blend. Have the student cover the consonant blend if it is on his/her card. Win as in "Bingo." (Listening and Reading)	Teacher-made Bingo cards Bingo covers

Example:

br	cl	pr	dw	fl
st	tw	fl	cr	sk
fr	gl	X	sm	tw
sw	br	sp	sc	gr
wr	dw	sn	dr	sp

Facilitating Activities

Suggested Materials

10. Distribute work sheets containing words, some beginning with consonant blends and some without blends. Have the student circle all words containing initial consonant blends. At the bottom of the page, have the student write in groups the words having the same consonant blends. (Reading and Writing)

Work sheet
Pencil

Example:

brown	flower	frog	mother
flag	fish	blue	dog
tree	dwell	drop	girl
flip	grass	goes	clown
play	child	clap	skate
stairs	brother	stop	did

Bottom:

br	fl	cl
brown	flower	clown
brother	flag	clap
	flip	

11. Have the student write five nonsense sentences in which each word of one sentence begins with the same consonant blend. (Reading and Writing)

Wallace, Gerald, and Kaufman, James M. Teaching Children with Learning Problems, p. 178.

Examples:

Green grass grows gray.
Try tripping trains.

Facilitating Activities

Suggested Materials

12. Prepare the following work sheet. It may be titled "The House That Jack Built."

Jefferson County Public Schools. Learning Difficulties: Reading--Level IV, Skill 6, Activity 5, p. 33.

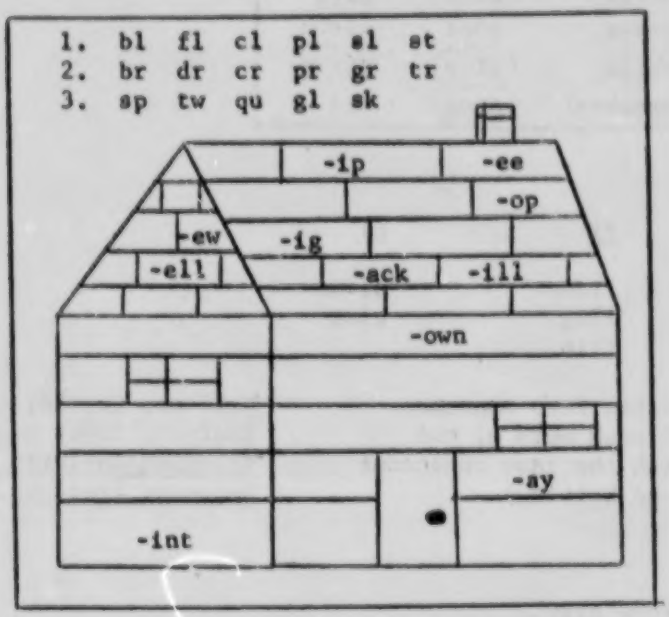
Say:

Use the blends at the top of the work sheet to help Jack build his house.

Work sheet

Have the student fill in the blank in each log or shingle, using a blend to make a word, and write a list of the words he/she made.

Example:



13. Distribute work sheets containing riddles. Have the student write the answers. (Reading and Writing)

Work sheet
Pencil

Example:

I am green.
I grow on the ground.
I begin with gr.
What am I? (grass)

Facilitating Activities	Suggested Materials
14. Play "Password" using words with blends. (Reading)	Word cards (blends)
15. Distribute work sheets containing incomplete sentences and a list of words beginning with blends. Have the student write a word from the list which contextually completes the sentence. (Reading and Writing) Example: 1. Father cut the _____. 2. Mother has on a _____ dress. List: blue truck flower star grass	Work sheet Paper Pencil
16. Write on the chalkboard a list of scrambled words, some of which contain blends. Have the student unscramble the words and circle the words beginning with blends. (Reading and Writing)	Chalkboard Chalk
17. Play "Word Trail." Draw a margin around a sheet of tagboard. Divide the margin into spaces, each containing a word beginning with a blend. Insert randomly, rewards and penalties such as "take another turn" or "go back three steps." Have players roll dice to determine the number of spaces to move their cars, reading each word as they travel along. If the student fails to read a word, have her/him stop on the space behind the word and wait for another turn. The first player around the board wins. (Reading)	Tagboard Die Markers Ekwall, Eldon E. <u>Locating and Correcting Reading Difficulties</u>, p. 52.

Facilitating Activities	Suggested Materials
18. Play "Any Card." Make a deck of thirty-six to fifty-two cards with words beginning with blends. Give each player five cards. Have first card in the deck read orally, and the next player play a card containing a word that rhymes with or begins with the same blend as the first card. If a player cannot play, have her/him draw from the pile until she/he can play or has drawn three times. If the student draws a card with Any Card written on it, have her/him play this card and name a word that can be played on it. The winner is the first person to run out of cards. For example: If first card is "track," she/he must draw a card that says "crack" or "trip."	Ibid., pp. 52, 53. Teacher-made deck of cards Cards: Consonant Blends and Digraphs Playing Cards.
19. Distribute cards, each containing a consonant letter. Have each student find a partner whose card contains a letter that can be paired with own to make a blend. Have the partners write five different words which begin with their blend and write a sentence with each of the five words. (Reading)	Letter cards Paper Pencil
20. Distribute work sheets, each containing a list of words beginning with the same blend. Have student write the words in alphabetical order. (Reading and Writing)	Work sheet Pencil
21. Write on the chalkboard four sentences, each containing a word beginning with a blend. Allow the student to study the sentences for a few minutes. Erase the sentences. Ask the student to write the word which began with a blend from each sentence. (Reading and Writing)	Chalkboard Chalk Paper Pencil
22. Distribute work sheets with incomplete sentences, each having for completion a choice of two words beginning with the blends br, cr, dr, fr, gr, pr, tr, wr, dw, tw, sc, sk, sm, sn, sp, st, or sw. Have the student write the word which contextually completes each sentence. (Reading and Writing)	Work sheet Paper Pencil

Skill 4: Recognizing vowel digraphs

Behavioral Objective: Given a written list of eighteen incomplete sentences from previously taught vocabulary, each followed by a pair of one-syllable words containing a vowel digraph ai, ay, ee, ea, oe, oa, ue, ui, or ie, the student will write the word which contextually completes each sentence.

Facilitating Activities	Suggested Materials
1. Use the overhead projector. Make a transparency of one-syllable words each containing a short medial vowel. Have the student read the first word orally. Under the first word, write that same word, adding a letter to form a vowel digraph. Ask the student how the word has changed. Explain that when two vowels are side by side, the first vowel says its name, and the second vowel is silent. (Listening and Speaking) Examples: cot met ran fed net did coat meat rain feed neat died	Cards: Dolch Group-Size Vowel Cards. Chart: Vowel Combinations Wall Reference Charts. Duplicating Masters: Vowel Combinations Spirit Duplicating Book.
2. Show pictures of objects whose names contain vowel digraphs. Have the student orally say the name of the object and the vowel which he/she hears. (Listening)	
3. Play tape recordings of words containing vowel digraphs. Have the student write the letter which represents the vowel he/she hears. (Listening ans Writing)	Cassettes: The Phonetics Factory.
4. Write on the chalkboard letters which represent vowel digraphs. Have the student say the sounds of each vowel digraph. (Speaking)	Transparencies: Listen and Learn with Phonics, Book III.

Facilitating Activities	Suggested Materials
5. Distribute work sheets containing numbered rows of three sets of vowel digraphs per row. Read orally a list of one-syllable words, pausing after each word. Have the student circle the letters which represent the vowel digraph in the given word. (Listening and Reading)	Charts: Instructor Basic Phonics: Vowels and Vowel Digraphs.

Example:

Teacher says--	Work Sheet--
boat	1. ea ai (oa)
tree	2. (ee) ay oa

6. Distribute sets of picture cards showing objects whose names have medial vowel digraphs. Have the student sort the picture cards and arrange, in groups, the cards containing the same vowel digraphs. (Reading)	Teacher-made or commercial picture cards
7. Distribute work sheets containing lines of three words each. Say the sound of a vowel digraph. Have the student circle a word containing the same vowel digraph. (Reading and Listening)	Cards: Vowel Combinations Playing Cards.

Example:

Teacher--	Work Sheet--
ōa	1. (coat) but beat 2. 3.

8. Distribute picture cards showing objects whose names contain a vowel digraph and under each picture the silent letter in the vowel digraph. Have the student write the missing letters of the name of the object. (Reading and Writing)	Cards: Match the Vowel. Phonic Rummy. Sets B and C.

Example:

Facilitating Activities

Suggested Materials

9. Distribute work sheets containing lines of three words each. Say a word containing a vowel digraph. Have the student circle the word having the same vowel digraph. (Reading and Listening)

Example:

Teacher says--

rain

Work Sheet--

1. team (pail) boat
2.
3.

10. Distribute work sheets containing words, some of which have vowel digraphs. Have the student mark the words containing vowel digraphs by placing a macron (—) over the letter which represents the long vowel sound and crossing out the letter which represents the silent vowel. (Reading)

Example:

bēat

but

fāil

11. Write on the chalkboard a list of words, each containing a vowel digraph. Have the student copy the words and write a rhyming word for each of the words on the board. (Reading)

Chalkboard
Chalk
Paper
Pencil

12. Write on the chalkboard letters which represent a vowel digraph. Have the student write words containing the vowel digraph. (Reading)

Chalkboard
Chalk
Paper
Pencil

Example:

oa ea ai oe ee
(coat)

Facilitating Activities	Suggested Materials
13. Write on the chalkboard a word containing a vowel digraph. Have the student tell the meaning of the word and orally or manipulatively use the word in a sentence. (Reading and Speaking)	Chalkboard Chalk
14. Write on the chalkboard a list of nonsense words, each containing a vowel digraph. Have the student read each word orally. (Reading) Example: loat tay leat	Chalkboard Chalk
15. Distribute work sheets, each containing a list of words that have vowel digraphs. Have the student group the words according to the same vowel digraph and write each group of words in alphabetical order. (Reading and Writing) Example: coat tail rain seat meat boat tree died seed coal foam tied team feel fried paint boat coal coat foam	Work sheets pencil
16. Distribute work sheets containing nonsense questions, each question having several words containing vowel digraphs with <u>yes</u> or <u>no</u> following each question. Have the student read each question and circle <u>yes</u> or <u>no</u> in response. (Reading and Writing) Example: 1. Do green beans need rain? (yes) no 2. Could you sprain your brain on a steep stair? yes (no) 3. Do flies have three feet? yes (no)	Kottmeyer, William A., and Ware, Kay. <u>Conquests in Reading</u>, p. 54. Work sheet Paper Pencil

Facilitating Activities	Suggested Materials
17. Read orally, a list of one-syllable vowel digraph words from previously taught vocabulary. Have the student write each word as it is given. (Reading and Writing)	Paper Pencil
18. Read orally sentences from previously taught vocabulary, each sentence containing a vowel digraph word (pause after each sentence). Have the student write each sentence as it is given. (Listening and Writing)	Paper Pencil
19. Distribute work sheets with incomplete sentences and a choice of one-syllable vowel digraph words to complete the sentences. Have the student read and contextually complete each sentence. (Reading and Writing) Example: tree feet meat boat rain coat peas pail 1. The apple _____ is three _____ tall. 2. The _____ is on the sea. 3. We ate green _____.	Work sheet Pencil
20. Distribute work sheets containing incomplete sentences from previously taught vocabulary, each followed by a pair of one-syllable words, both of which contain the vowel digraph <u>ai</u>, <u>ay</u>, <u>ee</u>, <u>ea</u>, <u>oe</u>, <u>oa</u>, <u>ue</u>, <u>ui</u>, or <u>ie</u>. Have the student write the word which contextually completes each sentence. (Reading and Writing)	Work sheet Pencil

Skill 5: Reading words containing consonant digraphs

Behavioral Objective: Given a written list of twelve words from previously taught vocabulary, each containing a consonant digraph ch, gh, ph, sh, th, or wh, the student will read each word orally as it is listed.

Facilitating Activities

1. Discuss the concept of digraphs. Say:

   When two consonants are put together and we hear both of their sounds, the two consonants make a blend. Let's make sure I am correct.

   Let's say the sound that b makes. Now let's say the sound that l makes.

   Now let's put them together in the word blue. Do you still hear the b and the l sounds?

   Both letters still make their sounds; so they are blends.

   Explain that when two consonants are put together and lose their usual sound but make one new sound, the result is called a digraph. Say:

   Try this with me. Make the hard c sound. Now make the sound of h. Say the sound of c followed by the sound of h. (Say the strange two sounds with the class.) Say:

   Look at the word I write on the chalkboard and raise your hand if you can read it. (Write in manuscript the word chair.) Read the word. . .chair. (Emphasize the beginning digraph and circle it.) Ask:

   What does the ch sound like at the beginning of the word chair?

   Does it sound like what we said a c and an h together should sound? Do c and h together make one new sound?

   Say the c and h together.

Suggested Materials

Jefferson County Public Schools. Learning Difficulties: Oral Language Development--Levels III-V, 1975, pp. 120-121.

Charts:
Blends and Digraphs Charts.

Transparencies:
Blends and Digraphs Transparencies.

Cards:
Magic Cards--Blends and Digraphs.
Form-A-Sound.

Cassettes:
The Phonetics Factory.

Duplicating Masters:
Masters and Masks: Consonants.

Cards:
Dolch Group-Size Consonant Cards.
Rainbow Word Builders.

Duplicating Masters:
Consonant Blends and Digraphs.

Puzzle:
Tray Puzzles--Phonics.

Facilitating Activities

Suggested Materials

Explain that "ch" as in chair is a digraph. Ask:

What is the new sound that a c and h together make? (ch) Say:

When two consonants put together make one sound, this is called a _____. (Wait for students to supply the word digraph.)

Use a similar procedure to help the students understand additional digraphs (e.g., th, sh, ng). (Listening and Speaking)

2. Write the ch words listed below on a chart, chalkboard, or transparency. Point to the words and have the students listen to each word as you pronounce it. Pronounce each word again, and have students say the words after you. Have various students come to the chalkboard, frame the digraph, and pronounce the word. Repeat the procedure for sh words; then for wh words. Work with only one group of words per day. (Listening and Speaking)

Jefferson County Public Schools. Learning Difficulties: Reading--Level IV, Skill 7, Activity 1, p. 40.

Chalkboard
Chalk
Chart, transparency
Overhead projector

Cassettes:
Blends and Digraphs.
Consonants and Digraphs.

ch:	cherry	children	chair	
	chimney	chicks	church	
sh:	she	sheep	shake	shall
	shout	shoe	ship	shirt
wh:	what	white	where	
	wheat	whistle	whisper	
	wheel	why	when	

3. Write two of the digraphs (e.g., th and wh) in various places on the chalkboard. Have the students listen as you say a word, and stand if they know whether it begins with a th or wh. Have a student circle the letters beginning the word he/she heard you say and then repeat the word. (Listening and Speaking)

Jefferson County Public Schools. Learning Difficulties: Reading--Level IV, Skill 7, Activity 2, p. 41.

Chalkboard
Chalk

4. Refer to Skill 3 of this guide and adapt activities for blends to apply to consonant digraphs.

Facilitating Activities

Suggested Materials

5. Read orally a list of words which have a consonant digraph either at the beginning or at the end of a word, pausing after each. Have the student tell where he/she hears the consonant digraph and what letters represent the digraph. (Listening and Speaking)

Wallace, Gerald, and Kaufman, James M. Teaching Children with Learning Problems, p. 179.

6. Read orally a list of words, some of which contain the same consonant digraph. Have the student clap, stand up, or raise hand when he/she hears a word containing a consonant digraph. (Listening)

Charts:
Digraph and Diphthongs.

7. Draw a consonant digraph wheel on the chalkboard. Say a word containing a consonant digraph. Have the student point to letters which represent the consonant digraph on the wheel. If the student is correct have him/her write own name under the digraph. (Listening)

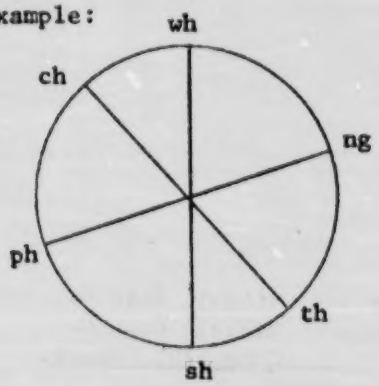
Chalkboard
Chalk

Phonetic Word Wheel.

Duplicating Masters:
Sounds in Words. Book 10.

Cassettes:
Sound Blending Program.

Example:



Teacher says phone.
Child writes own name under ph.

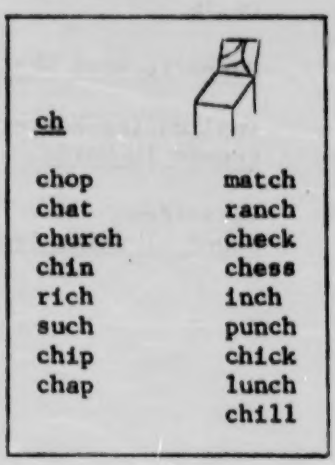
8. Distribute a set of cards picturing objects containing consonant digraphs. Have the student group the cards according to consonant digraphs and place them on the pegboard in the columns under the correct headings, such as wh, ch, sh, or th. (Reading)

Pictures for pegboard cards
Pegboard

Cards:
Blends and Digraphs Pictures for Pegboards.

Facilitating Activities	Suggested Materials
9. Have the student name objects beginning with the consonant digraph sh or th. Choose objects which can be purchased at a department store. (Speaking)	Kit: Second Experiences with Centers.
10. Distribute work sheets, each containing a list of words and a picture of an object, all of which begin or end with the same consonant digraph. Have the student practice reading the words orally. Review words missed, using flash cards. (Reading)	Work sheet Chart: Consonant Blends and Digraphs Wall Reference Chart. Duplicating Masters: Consonant Blends and Digraphs. Part II. Cards: Consonant Blends and Digraphs Playing Cards.
11. Place a set of ten word cards containing blends and consonant digraphs on a table. Say a word and have the student select the word card which contains the same word as the given word. (Listening and Reading)	Ribisl, Jean M., and Ribisl, Paul M. Consonant Capers. Word cards
12. Distribute work sheets, each with a drawing of a large shoe, church, or thimble. Have the student write as many words as he/she can containing the consonant digraph of sh, ch, or th, within the drawing. (Reading and Writing)	Work sheet Pencil Charts: Instructor Basic Phonics: Digraphs and Diphthongs.

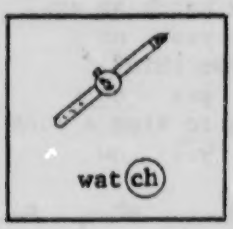
Example:



Facilitating Activities	Suggested Materials
13. Say a word containing a consonant digraph. Have the student draw a picture illustrating the word and write the word under the picture, circling the consonant digraph. (Reading and Writing)	Paper Pencil Kit: Blends and Digraphs. Listen-Look-Learn Series.

Example:

Teacher says watch. Student draws--



14. Distribute a work sheet containing a written story composed of as many previously taught words with consonant digraphs as possible, and ten incomplete sentences. Have the student silently read the story and contextually complete the sentences, using words from the story. (Reading and Writing)	Work sheet Pencil Kottmeyer, William A., and Ware, Kay. Conquests in Reading, p. 48.
15. Distribute work sheets of a two-paragraph story from previously taught vocabulary, using many words containing consonant digraphs. Have the student circle all words containing a consonant digraph and write those words. (Reading and Writing)	Work sheet Pencil

Facilitating Activities

Suggested Materials

16. Distribute work sheets of questions containing words with consonant digraphs from previously taught vocabulary. Have the student silently read the questions and answer with a yes or no. Then have the student group, by writing in a column, words which contain the same consonant digraph. (Reading and Writing)

Cassettes:
Listen and Do:
Consonants.

Example:

Kottmeyer, William A., and Ware, Kay. Conquests in Reading, p. 47.

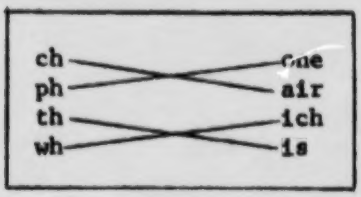
1. Can a little chick hatch an egg?
   yes (no)
2. Does a bath make you thin?
   yes (no)
3. Must you be strong to sing a long song?
   (yes) no

sh	ch	th	wh	ng
	chick hatch	bath thin		strong sing song long

17. Distribute work sheets containing two columns. In the first column, list consonant digraphs. In the second column, list phonograms. Have student match the two columns, drawing connecting lines to form words. (Reading and Writing)

Ryan, I. Phonics and Word Analysis Skills. Teacher's Guide, Grade II, Part I.

Example:



18. Show at least twelve flash cards of previously taught words containing consonant digraphs. Have the student orally read each word as it is presented. (Reading)

Word flash cards

Skill 6: Reading r-controlled words

Behavioral Objective: Given a written list of fifteen one- and two-syllable previously taught words, containing a vowel followed by r, the student will orally read each word as it is listed.

Facilitating Activities	Suggested Materials

1. Write the word am on the chalkboard. Below the word am, write the word arm. Explain to the student that when r follows a vowel, it changes the vowel sound. Stress that when the vowel a is followed by r, the short a sound is hardly heard and the r says its own name. Say each of the following words, one at a time. Have the student orally repeat each word. (Listening and Speaking)

ham	at	had	cat	pat
harm	art	hard	cart	part

2. Distribute work sheets with numbered rows of a and ar on each line. Read orally a list of one-syllable words containing either the short medial vowel a or ar, one at a time. Have the student circle the a or ar corresponding to the given word. (Listening)

Work sheet
Pencil

Example:

Teacher says--	Work sheet--
1. harp	1. a (ar)
2. bat	2. (a) ar
3. tag	3. (a) ar
4. yarn	4. a (ar)
5. star	5. a (ar)
6. rat	6. (a) ar
7. park	7. a (ar)
8. ham	8. (a) ar
9. jar	9. a (ar)
10. farm	10. a (ar)

Facilitating Activities

Suggested Materials

3. Show picture cards of objects containing r-controlled a, one at a time. Have the student orally name each object. (Speaking)

Picture cards

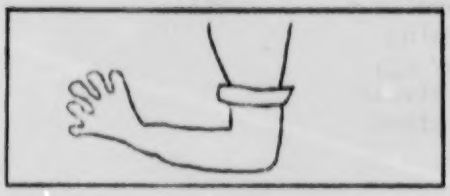
Example:

Student says star.

4. Show picture cards of objects containing r-controlled a, one at a time. Have the student orally name each object, say the ar sound, and name the letters which represent the ar sound. (Speaking)

Picture cards

Example:



Student says arm.
ar
arm

5. Distribute work sheets of one-syllable r-controlled a words, omitting the ar. Have the student write the letters ar to complete each word. (Reading and Writing)

Kottmeyer, William A., and Ware, Kay. Conquests in Reading, p. 76.

Example:

1.	h __ __ m	6.	y __ __ n
2.	st __ __ t	7.	h __ __ p
3.	d __ __ t	8.	b __ __ n
4.	c __ __ t	9.	f __ __ m
5.	j __ __	10.	p __ __ t

Facilitating Activities	Suggested Materials
6. Distribute work sheets of incomplete, one-syllable words. Read the words orally, pausing after each. Have the student complete each word by writing either a or ar in the blanks. (Reading and Writing)	Work sheet Pencil

Example:

Teacher says--	Work Sheet
harm	h _ _ m
tag	t _ g
harp	h _ _ p
star	st _ _
bat	b _ t
yarn	y _ _ n

7. Use Language Master. Have the student repeat words as presented on the Language Master card. (Reading and Speaking)	Teaching Machine: Language Master. Language Master cards
8. On flash cards write words containing ar (r-controlled a). Have the student choose a partner and take turns reading the words. (Reading)	Word cards
9. Make r-controlled a word flash cards, omitting either the a or r. Have the student work with a partner. Have one student flash the card and the other student say the omitted letter. (Reading)	Word cards

Example:

c _ r t	Student says a.

Facilitating Activities	Suggested Materials
10. Read orally the following statements, omitting the final word and pausing after each sentence. Have the student say the missing word and orally spell the word. Write the word on the chalkboard. (Listening and Speaking) 1. The boy throws with his ___(arm)___. 2. After February comes ___(March)___. 3. Soft is the opposite of ___(hard)___. 4. We knit with ___(yarn)___. 5. A ___(star)___ shines at night in the sky. 6. If you don't eat, you will ___(starve)___. 7. An automobile is a ___(car)___. 8. A barn is on a ___(farm)___. 9. A dangerous fish is a ___(shark)___. 10. Children play in a ___(yard)___.	Chalkboard Chalk
11. Distribute work sheets, each containing a list of r-controlled a words in scrambled order. Have the student unscramble and write each word, using it in a sentence. (Reading and Writing)	Work sheet Pencil
12. Divide class into two teams. Have the two teams line up perpendicular to the chalkboard. Say an r-controlled a word. Have one student from each team go to the chalkboard and write the word. The first one with the correct spelling earns a point. The team with the most points wins. (Listening and Writing)	Chalkboard Chalk

Facilitating Activities	Suggested Materials
13. Make work sheets containing the words listed below. Explain that <u>er</u>, <u>ur</u>, <u>ir</u>, have identical sounds. Have the student practice reading the words. Refer to previous activities for practice on r-controlled <u>e</u>, <u>i</u>, <u>u</u>, and <u>o</u> words. Work sheet:	Work sheet Kottmeyer, William A., and Ware, Kay. <u>Conquests in Reading</u>, p. 76.

car	her	bird	for	turn
harm	fern	girl	fork	church
scar	winter	shirt	cork	curve
card	farmer	first	sport	purse
start	germ	dirt	short	curb
dark	finger	thirty	horn	fur
farm	teacher	skirt	storm	curl
barn	hunter	birth	corn	burn
star	painter	sir	fort	nurse
jar	perch	thirst	port	hurry
park	term	fir	north	blur
part	jerk	chirp	horse	burst
tar	hammer	firm	cord	blurt
yarn	herd	twirl	sort	churn
dart	clerk	third		purr
march	silver	flirt		

14. Distribute work sheets of five columns, with the headings: <u>car</u>, <u>her</u>, <u>bird</u>, <u>for</u> and <u>turn</u>. Have the student write as many words as he/she can in the columns corresponding to r-controlled <u>a</u>, <u>e</u>, <u>i</u>, <u>o</u>, or <u>u</u>. (Reading and Writing)	Work sheet Pencil
15. Use work sheets from Activity 13. Distribute another work sheet containing incomplete sentences from previously taught vocabulary. Have the student contextually complete each sentence by writing an r-controlled <u>a</u>, <u>e</u>, <u>i</u>, <u>o</u>, or <u>u</u> word. (Reading and Writing)	Work sheet Pencil
16. Distribute work sheets, each with a written list of fifteen r-controlled words. Have the student read each word orally as it is listed. (Reading)	Work sheet

EMH: LANGUAGE ARTS--LEVEL IV

Skill 7: Using word endings ing, s, es, and ed

Behavioral Objective: Given a written list of twenty incomplete sentences from previously taught vocabulary, and given a regular verb, such as work or play, for each sentence, the student will contextually complete each sentence using the verb and the ending ing, s, es, or ed.

Facilitating Activities	Suggested Materials
1. Write a regular verb on the chalkboard. Under the verb rewrite it with each ending of s, ed, and ing. Read orally each word. Have student repeat the word as given. (Listening and Reading) Example: work works worked working	Chalkboard Chalk Charts: Spelling Generalization Charts. Transparencies: Spelling Generalization Transparencies. Cassette: Word Endings.
2. Hold a cup under the faucet and say: I fill the cup. Have the student tell what is happening. Have another student tell what happened. Example: Teacher--I fill the cup. Student 1--You are filling the cup. Student 2--You filled the cup.	
3. Distribute work sheets, each with a list of regular verbs having the endings of s, ed, or ing. Have the student underline the endings. (Reading) Variation: Assign a color code to each ending (e.g., Red--s, Blue--ing, Yellow--ed).	Work sheet Pencil Cards: Word Suffixes.

Facilitating Activities

4. Distribute work sheets, each with a list of regular verbs having the endings of s, ed, or ing. Have the student group the words according to word endings by writing in columns. (Reading and Writing)

   Variation: Use word cards and have the student sort the cards.

Suggested Materials

Work sheet
Pencil

Workbook:
My Life Pictionary--
Verbs.

5. Write on the chalkboard a list of regular verbs. Have student write the verb in its regular form and with each of its endings. (Reading and Writing)

   Example:

	Student writes--	
work	work	lift
lift	works	lifts
fill	worked	lifted
jump	working	lifting
call		

Chalkboard
Chalk
Paper
Pencil

Ryan, I. Phonics and Word Analysis Skills. Teacher's Guide, Grade III, Part II.

_____. Phonics and Word Analysis Skills. Teacher's Guide, Grade IV, Part I.

6. Distribute work sheets each containing a written list of regular verbs. Play tape recording of the verbs using the different endings. As a word is given on the tape, have student write the ending he/she hears. (Listening, Reading and Writing)

   Example:

Tape says--	Work sheet--
1. walked	1. walk___
2. killing	2. kill___
3. limps	3. limp___
4. camped	4. camp___
5. landing	5. land___
6. asked	6. ask___

Tape recorder
Work sheet
Pencil

Cassettes:
Word Building.

7. Distribute work sheets with numbered rows of four verbs, three of which have the same ending. Have student circle the verb which has the different ending. (Reading)

   Example:

   1. working (played) killing limping

Work sheet
Pencil

Duplicating Masters:
Sounds in Words,
Book 15.

Facilitating Activities	Suggested Materials
8. Play "Go Fish." Make a deck of cards using the four forms of a verb for each particular verb used (e.g., work, works, worked, working). Deal four cards to each player and put the remainder of the cards face down on the table. Have each player take turns asking another player for a card to complete his/her book (a book consists of four cards containing the four forms of a particular verb). If he/she receives the card, have him/her ask again. If the student does not have the card, have him/her "Go Fish" by drawing a card from the pile. If he/she draws a card he/she asked for, have him/her ask another player for a card. If he/she does not draw his/her card, then it is the next player's turn. Winner is the player with the most books. (Listening and Reading)	Ekwall, Eldon E. Locating and Correcting Reading Difficulties, p. 67. Teacher-made cards
9. Distribute work sheets with numbered rows of three regular verbs, each set of three words having the same ending. Have the student write a fourth word for each set using the same ending. (Reading and Writing) Example: 1. jumps fills calls _____ 2. lifting playing adding _____ 3. limped called killed _____	Work sheet Pencil Transparencies: Word Analysis. Look, Listen and Learn Program: Advanced Reading Skills Series.
10. Explain noun-verb agreement, using the words is--are, was--were, and has--have. Have the student practice using these words in sentences. Progress to using the words with other verbs, such as was looking, are going, is kissing, and others. (Reading)	

Facilitating Activities

Suggested Materials

11. Distribute work sheets based on the following model and containing a regular verb. Have the student write the correct form of the verb in each blank.

Work sheet
Pencil

Example:

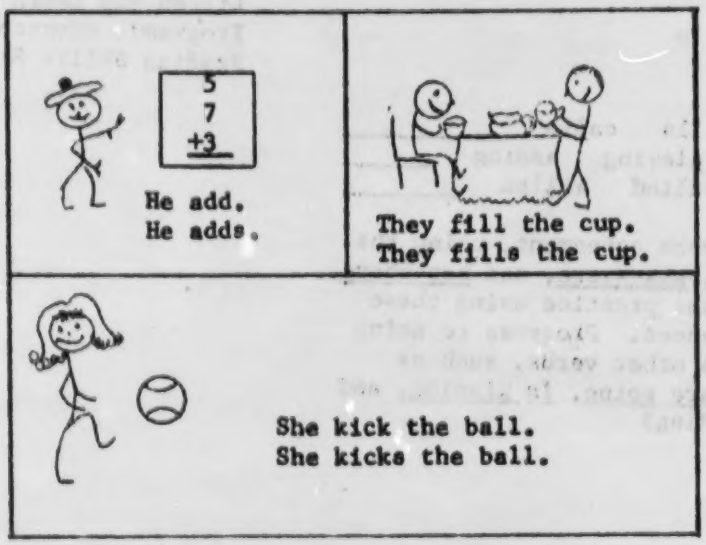
I _____.	We _____.
You _____.	John _____.
He _____.	Sue _____.
She _____.	The bird _____.
It _____.	The boys _____.
They _____.	The children_____.

Variation: Use the same model work sheet for other verb endings.

12. Distribute work sheets containing pictures and two sentences from previously taught vocabulary with each picture. Have the student circle the sentence which uses the correct form of the verb. (Reading)

Work sheet
Pencil

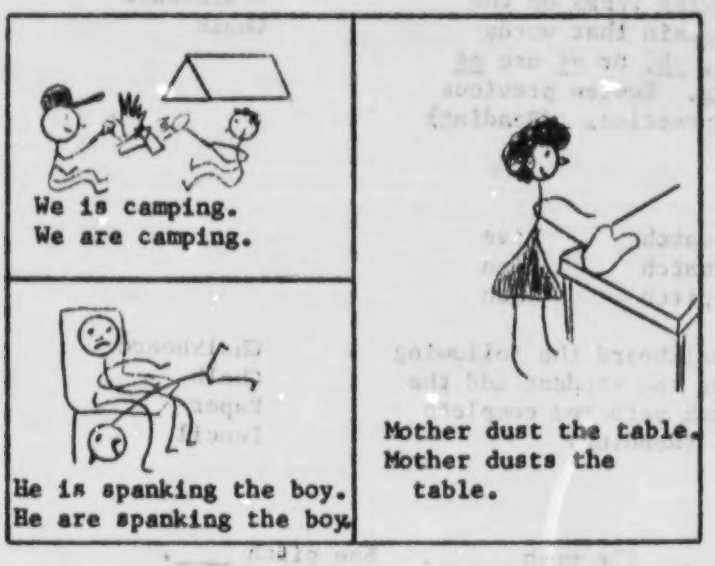
Examples:



(continued)

Facilitating Activities

Suggested Materials



13. Divide class into two teams. Give each team a set of regular verb cards, one verb on each card. Have the first team hold up one of its cards and say: Send _(student's name)_ over. Have that student say the four forms of the verb correctly. If he/she is correct have him/her choose one member of the other team to be on his/her side. If he/she is incorrect, have him/her join the opposing team. The team with the most players wins. (Reading)

Ekwall, Eldon E. Locating and Correcting Reading Difficulties, p. 60.

Word cards

14. Write on the chalkboard a list of regular verbs. Make a deck of cards, each card containing a word ending (s, ed, or ing). Divide the class into two teams. Have a member from the first team draw a card from the deck, add the ending to a word on the chalkboard, and orally read the word. If the student says the word correctly, he/she scores a point. If the student says word incorrectly, the other team scores a point. Winner is the team with most points. (Reading)

Ibid., p. 67.

Teacher-made cards
Chalkboard
Chalk

Facilitating Activities	Suggested Materials
15. Write the following verbs on the chalkboard. Explain that words ending in x, sh, ch, or ss use es as a verb ending. Review previous activities for practice. (Reading)	Chalkboard Chalk

Example:

fix	catch	kiss
mix	match	fish
wish	pitch	wash

16. Write on the chalkboard the following sentences. Have the student add the es ending to each verb and complete each sentence. (Reading)	Chalkboard Chalk Paper Pencil

Example:

He fix _____.	She wash _____.	She pitch _____.
He mix _____.	She catch _____.	He kiss _____.
He wish _____.	She match _____.	He fish _____.

17. Distribute a column of a newspaper to each student. Have the student circle all verb endings. (Reading)	Newspapers Pencils
18. Write on the chalkboard the following sentences. Have the student write the correct verb ending for each sentence. (Reading and Writing)	Chalkboard Chalk Paper Pencil

Example:

Today	Yesterday
I am walk___ to school.	I walk___ to school.
He was play___ ball.	He play___ ball.
We are jump___ up.	We jump___ up.

Facilitating Activities	Suggested Materials
19. Distribute work sheets containing incomplete sentences from previously taught vocabulary, each followed by a verb with three endings. Have student write the verb form which contextually completes each sentence. (Reading and Writing)	Work sheet Pencil

Example:

1. Mother is _____ the table.
   (dusted, dusting, dusts)
2. The boy _____ in the door.
   (looks, looking, looked)

20. Distribute work sheets, each containing a written list of twenty incomplete sentences from previously taught vocabulary, and a regular verb for each sentence. Have the student write an ending (ing, s, es, or ed) to the word to contextually complete the sentence. (Reading and Writing)

Example:

1. Jim _____ at me
   look
2. He is _____ up the dog.
   pick
3. She _____ me two times a day.
   call

Skill 8: Changing singular nouns to plural

Behavioral Objective: Given a written list of twenty words in the singular form, from previously taught vocabulary, the student will write the plural of each word, as it is listed.

Facilitating Activities	Suggested Materials
1. Refer to EMH: Language Arts--Level III, Skill 8.	Jefferson County Public Schools. EMH: Language Arts--Level III.
2. Make a poster with the rules for changing a singular noun to the plural. 1. Add s to make most nouns plural. 2. If a word ends in s, add es (fish, kiss, six). 3. If word ends in a consonant and y, change y to i and es (baby, lady, city). (Reading)	Poster board Felt-tip markers
3. Write on the chalkboard a list of singular words which end in s or sound like s. Write the plural form of each noun next to that noun. Say each word to the class. Have the students repeat the singular and plural of each noun. (Speaking and Reading) Example: match — matches inch — inches bush — bushes patch — patches pass — passes lunch — lunches glass — glasses wish — wishes mix — mixes beach — beaches box — boxes	Chalkboard Chalk
4. Use the words from Activity 3 above. Write on the chalkboard the singular forms of each word. Have the student write the corresponding plurals. (Reading and Writing)	Chalkboard Chalk

Facilitating Activities	Suggested Materials
5. Distribute work sheets, each containing a list of singular words and their plurals. Have the student write all singluar words in one column and all plural words in a second column. (Reading and Writing)	Work sheet Pencil
6. Write on the chalkboard a list of singular words which end in a consonant and y. Beside each noun, write its plural form. Say the singular and plural form of each noun. Have the student repeat each word. (Listening, Speaking, and Reading)	Chalkboard Chalk

Example:

sky	skies	penny	pennies
story	stories	body	bodies
fairy	fairies	carry	carries
fly	flies	butterfly	butterflies
army	armies	county	counties
dairy	dairies	lady	ladies
family	families	city	cities

7. Repeat Activities 4 and 5 using the words in Activity 6. (Reading)

8. Explain to the class that some words do not form plurals by adding s or es. Read orally each word. Have the student repeat them as they are given. (Speaking, Listening and Reading)

Game:
The Caveman Plurals Center.

Example:

man	men
woman	women
mouse	mice
foot	feet

9. Play tape recording of singular and plural words, one at a time. Have the student write 1 if the word is singular and 2 if the word is plural. (Listening)

Tape recorder

Cassettes:
Word Building.

Facilitating Activities	Suggested Materials

10. Distribute work sheet containing one column of the singular form of words and a second column of the plural forms of the same words in random order. Have the student match the singular form of a noun with its plural. (Reading)

    Example:

1.	city	bodies
2.	kiss	boxes
3.	bug	feet
4.	man	cities
5.	lady	inches
6.	box	men
7.	patch	kisses
8.	foot	ladies
9.	fly	passes
10.	body	flies
11.	inch	patches
12.	pass	bugs

11. Distribute work sheets containing a list of words in the plural form. Have the student write the singular form of each word. (Reading and Writing)

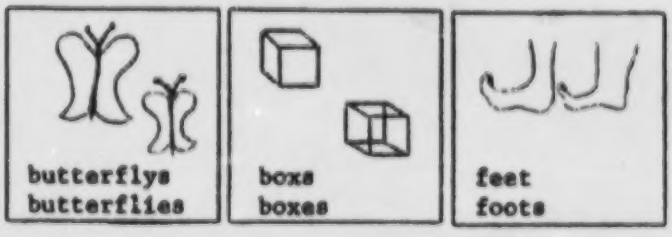
    Work sheet
    Pencil

12. Distribute work sheets containing pictures of objects in the plural form. Below each picture write the plural word in two variations, one of which is incorrect. Have the student circle the correct form of the plural. (Reading)

    Work sheet
    Pencil

    Cards:
    Picture Card Collection.

    Example:



Facilitating Activities	Suggested Materials
13. Distribute work sheets containing a two-paragraph story, from previously taught vocabulary, using singular and plural forms of words. Have the student circle all the words having the plural forms. (Reading)	Work sheet Pencil
14. Distribute work sheets, each containing a list of words in the plural form, using, s, es, and ies. Have the student circle the plural ending of each word. (Reading)	Work sheet Pencil
15. Distribute work sheets, each containing a column of words in the singular form and three plural endings (s, es, ies) for each word. Have the student circle the correct ending for each word and then rewrite the word, using the plural ending. (Reading and Writing)	Work sheet Pencil Duplicating Masters: Third Grade Language Drills.

Example:

lad(ies)	doll(s)
box(es)	church(es)
cit(ies)	penn(ies)
kiss(es)	

Example:

1.	lady	s	es	(ies)
2.	box	s	(es)	ies
3.	cherry	s	es	(ies)
4.	penny	s	es	(ies)
5.	inch	s	(es)	ies
6.	bug	(s)	es	ies
7.	toy	(s)	es	ies
8.	fly	s	es	(ies)

Facilitating Activities

16. Distribute work sheets containing incomplete sentences, from previously taught vocabulary, each sentence followed by the singular form of a word. Have the student write the form of the word which contextually completes each sentence. (Reading and Writing)

    Example:

    The _____ is pretty. (lady)
    I have two _____ of candy. (box)
    Three _____ are talking. (woman)

17. Distribute work sheets containing a list of twenty-five words in the singular form. Have the student write the plural form of each word. (Reading and Writing)

Suggested Materials

Work sheet
Pencil

Transparencies:
Phonics III B.
Phonics IV A.

Skill 9: Recognizing the capitalization of proper nouns

Behavioral Objective: Given ten written sentences from previously taught vocabulary, containing uncapitalized proper nouns, such as days of the week, months, names, streets, cities, states, and holidays, the student will rewrite each sentence, capitalizing the first word of each sentence and all proper nouns within each sentence.

Facilitating Activities	Suggested Materials
1. Make a chart on poster board for each of the following: days of the week, months, holidays, cities, streets, and states. Hang the chart in the classroom for easy referral. (Reading)	Poster board Felt-tip markers Crayons Study Prints: Holidays and Seasons.
2. Write on the chalkboard the days of the week, uncapitalized. Have the student rewrite the words using a capital letter at the beginning of each word. (Reading and Writing) Variation: Use same activity for months, streets, names, cities, states, and holidays.	Chalkboard Chalk Paper Pencil Calendar: Day by Day Calendar. Poster: International Days of the Week.
3. Write on the chalkboard a list of months and a corresponding holiday for each month. Have the student copy the months and holidays. (Reading and Writing)	Chalkboard Chalk Paper Pencil
4. Distribute work sheets containing the names of the months and the holidays in random order. Have the student match the corresponding month to the holiday. (Reading)	Work sheet Pencil Posters: Monthly Posters. Months of the Year.
5. Distribute a written one-paragraph story from previously taught vocabulary. Have the student circle all proper nouns. (Reading) Variation: Use a newspaper article.	Work sheet Pencil

Facilitating Activities	Suggested Materials
6. Have the student write the names of five friends, using capital letters. (Writing) Variation: Have the student write names of pets, family members, and cars.	Paper Pencil
7. Show a picture of a famous American. Have the student say the name of the person. Write on chalkboard the name of the person, uncapitalized. Have the student go to chalkboard and rewrite the name using a capital letter at the beginning of each word. (Reading and Writing)	Chalkboard Chalk Study Prints: Famous Black Americans. The Presidents. Posters: Great Americans of the 20th Century Poster Series.
8. Each day, have the student write his/her name, address, and date at the top of his/her paper. (Writing)	Plastic Calendar.
9. Have the student practice writing the following, using the days of the week: Today is _____. Yesterday was _____. Tomorrow will be _____. (Reading and Writing)	Paper Pencil Wooden Calendar. Kit: All Year Classroom Calendar.
10. Distribute work sheets containing sentences, from previously taught vocabulary, in which all proper nouns are underlined. Have the student orally read each sentence and tell why the underlined words are capitalized. (Reading and Speaking) Example: Jim and Mary went to school on Wednesday.	Work sheet

Facilitating Activities	Suggested Materials
11. Have the student make his/her own calendar for each month, using the names of the month, days of the week, and any holidays during that month. Have the student decorate his/her calendar. (Reading and Writing)	Paper Pencil Calendar: Perpetual-Seasons Calendar. Chart: Calendar Chart.
12. Have the student write the brand names of five items from a grocery story. (Reading and Writing)	Paper Pencil
13. Distribute a section of a map of the United States to each student. Have the student write the names of cities and states. (Reading and Writing)	Cards: United States Flash Cards.
14. Show pictures related to a holiday. Have the student write the corresponding holiday and the month. (Reading and Writing)	Cutouts: Holiday Cutouts. Study Prints: Holidays. Posters: Holiday Posters.
15. Distribute work sheets of ten sentences containing uncapitalized proper nouns. Have the student rewrite each sentence, capitalizing the proper nouns. (Reading and Writing)	

Facilitating Activities	Suggested Materials
16. Refer to materials listed under Suggested Materials for additional activities useful for developing rules of capitalization.	Study Prints: Holidays. Posters: Afro-American History Poster Cards. Holidays of the Year. Holiday Scenes. Seasonal Poster Set. Poster-of-the-Month Set. Monthly Highlights Series. Holiday Poster Set. 20 Holidays and Special Days Posters for the School Year. Calendars: Judy Calendar. Famous Black Americans. Study Prints: American Inventors. Presidential Posters. Moyer, John. Famous Frontiersmen.

EMH: LANGUAGE ARTS--LEVEL IV

Skill 10: Recognizing interrogative sentences

Behavioral Objective: Given a written list of ten declarative and interrogative unpunctuated sentences from previously taught vocabulary, the student will punctuate each interrogative sentence with a question mark and each declarative sentence with a period.

Facilitating Activities	Suggested Materials
1. Ask the student questions about objects in the room. Have the student answer each question in a complete sentence. Emphasize that a question requires a response. (Listening and Speaking)	
2. Read orally a list of interrogative and declarative sentences. Have the student raise her/his hand when she/he hears a question. (Listening)	Cutouts: Punctuation Pointers.
3. Read orally three sentences, one of which is a question. Have the student repeat the question. (Listening and Speaking)	Game: Punctuation--Periods, Question, and Exclamation Marks.
4. Show a picture to the class. Have the student ask questions about the picture. Record the questions on an experience chart. (Speaking)	Picture cards Newsprint Felt-tip markers
5. Have one student say a declarative sentence. Have another student orally change the sentence into an interrogative sentence. (Listening and Speaking) Example: Student 1--Jim is on the bike. Student 2--Is Jim on the bike?	Cassette: Rules of Punctuation.
6. Distribute magazines. Have the student cut out five questions and glue them on a sheet of paper. (Reading)	Magazines Scissors Glue or paste Paper
7. Use word cards. Have the student assemble the word cards to form questions. (Reading)	Cards: Economo Sentence Builder.

Facilitating Activities	Suggested Materials
8. Distribute a work sheet with groups of three sentences, from previously taught vocabulary, one of which is an interrogative sentence. Have the student circle the interrogative sentences. (Reading)	Work sheet Pencil
9. Write on the chalkboard a list of words such as <u>who</u>, <u>what</u>, <u>where</u>, and <u>when</u>. Have the student write a question using each word. (Reading and Writing)	Chalkboard Chalk Paper Pencil
10. Distribute work sheets containing a two-paragraph story from a student reader. Have the student silently read the story and write three questions about the story. (Reading and Writing)	Work sheet Pencil Paper
11. Distribute work sheets, each containing ten declarative and interrogative, unpunctuated sentences from previously taught vocabulary. Have the student punctuate each declarative sentence with a period and each interrogative sentence with a question mark. (Reading and Writing) Examples: 1. Mother is at the store 2. Do you like candy 3. Where is Jim going	Work sheet Pencil

EMH: LANGUAGE ARTS--LEVEL IV

Skill 11: Identifying words of opposite meaning

Behavioral Objective: Given a written list of twenty previously presented words in a column, and given the antonyms to those words in random order in a second column, the student will draw lines matching at least fifteen pairs of antonyms.

Facilitating Activities	Suggested Materials
1. Write on chalkboard the word antonym and explain that it means opposite. Name words that are opposites, such as hot--cold, girl--boy, big--little, and others. (Listening)	Chalkboard Chalk
2. Show word-picture cards which have opposites. Have the student name the opposite of the picture. (Speaking) Example: 	Charts: Antonym Poster Cards. Opposites Flannel Aid. Flannelboard Set: Opposite Concepts. Kit: Comparing Opposites.
3. Distribute work sheets divided into six sections. Have the student draw pictures of three pairs of antonyms and label each picture. (Writing)	Work sheet Pencil
4. Read orally incomplete sentences, one at a time. Have the student orally say an antonym to contextually complete each sentence. (Listening and Speaking) Example: A mouse is (little) and an elephant is (big). Summer is (hot) and winter is (cold).	

Facilitating Activities

Suggested Materials

5. Distribute work sheets containing a list of words and their antonyms. Read each pair of words one at a time, and have the student repeat. (Reading and Speaking)

Example:

off--on	goodby--hello	give--take
yes--no	tall--short	clean--dirty
man--woman	fat--skinny	all--none
hard--soft	full-empty	out--in
rough--smooth	above--below	long--short
run--walk	over--under	first--last
come--go	hot--cold	healthy--sick
open--close	slow--fast	cooked--raw
sit--stand	black--white	happy--sad
awake--asleep	little--big	sharp--dull
bright--dark		

6. Distribute work sheets containing the words from Activity 5 in random order. Have the student pair the corresponding antonyms by writing the two words side by side. (Reading and Writing)

Posters:
Antonyms. Power with Words.

Cassette:
Classification-Opposites-Sequence.

Example:

Work sheet--	Student responses--
off	off--on
yes	yes--no
man	man--woman
hard	hard--soft
on	
woman	
soft	
no	

7. Have the students bring to class objects representing a given antonym, such as hard, soft; rough, smooth. Ask a student to show one object and have the class name its antonym. (Listening and Speaking)

Cassette:
Synonyms/Antonyms. (response sheets)

Facilitating Activities	Suggested Materials
8. Distribute work sheet containing three words per row, two of which are opposite in meaning. Have the student circle the two opposites. (Reading) Example: 1. (fat) in (skinny) 2. fast (black) (white) 3. (rough) (smooth) first	
9. Have the student draw a card from a word-card box. Have the student say the opposite of the word and have another student guess the word drawn from the box. (Listening and Speaking) Example: [black] Student says white.	Word cards
10. Play Antonym Relay. Divide class into two teams. Say a word. Have a member from each team go to the chalkboard and write the opposite of the given word. The first student who writes the word correctly, scores a point. The team with the most points wins. (Listening, Reading and Writing)	Chalkboard Chalk
11. Distribute work sheets with four words per row, three of which have an opposite. Have the student circle the word which does not have an opposite. (Reading) Example: 1. sad first (mouth) short 2. (fish) off all big	Work sheet Pencil

Facilitating Activities	Suggested Materials
12. Distribute work sheets containing a key sentence and three other sentences from previously taught vocabulary, each sentence having one underlined word. Have the student read the four sentences and circle the underlined word which is the opposite of the underlined word in the key sentence. (Reading) Example: The red light says <u>stop</u>. 1. <u>Mother</u> is not here. 2. I like to play <u>ball</u>. 3. He can <u>go</u> fast.	Jefferson County Public Schools. <u>Learning Difficulties: Reading--Level III</u>, Activity 10, p. 98.
13. Distribute work sheets containing sentences from previously taught vocabulary, with one underlined word in each sentence. Have the student rewrite each sentence changing the underlined word to its opposite. (Reading and Writing) Example: 1. Mary is a <u>little</u> girl. 2. Jim can run <u>fast</u>.	Work sheet Pencil
14. Distribute work sheets, each containing a list of twenty words, from previously taught vocabulary, in a column and their corresponding antonyms in a second column, in random order. Have the student match the words in the first column to their antonyms in the second column. (Reading)	Work sheet Pencil

EMH: LANGUAGE ARTS--LEVEL IV

Skill 12: Forming compound words

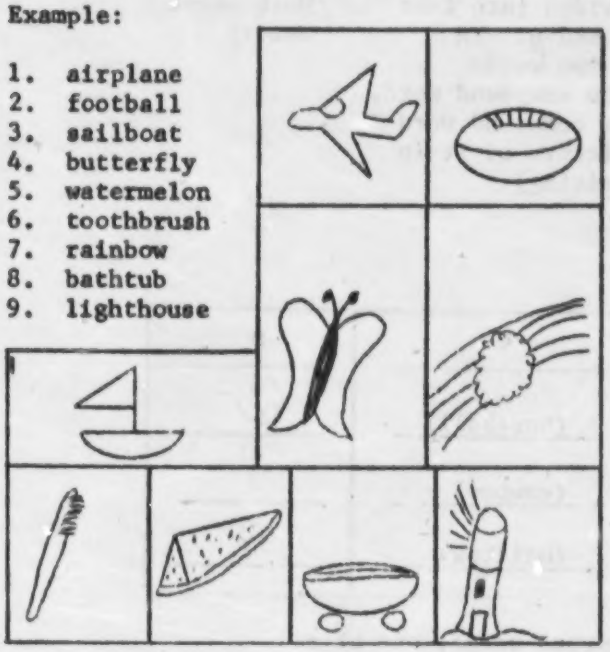
Behavioral Objective: Given a written list of twenty words, from previously taught vocabulary, in a column and given a second column of twenty words, in random order, which can be matched to the first column to form compound words, the student will match at least fifteen compound words by drawing a line from a word in the first column to a word in the second column.

Facilitating Activities

1. Show pictures of objects, whose names are compound words. Have the student name the object and say the two words which form the compound word. (Listening and Speaking)

   Example:

   1. airplane
   2. football
   3. sailboat
   4. butterfly
   5. watermelon
   6. toothbrush
   7. rainbow
   8. bathtub
   9. lighthouse



Suggested Materials

Magazine pictures
Picture cards

Cards:
Syllables and Compound Words.

Posters:
Compound Words.

Facilitating Activities

Suggested Materials

2. Explain that a compound word is two words combined. Show word picture cards of objects whose names are compound words. Have the student name the object and write the corresponding compound word. (Reading and Writing)

   Word picture cards

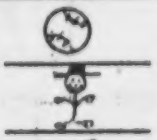
   Example:

Student says, "Sailboat."
Student writes sailboat.

3. Distribute work sheets divided into four columns, labeled A, B, C, and D. In columns A and B, list the two words respectively which form the compound word. Have the student write the compound word in column C, and draw a picture of it in column D. (Reading and Writing)

   Work sheet
   Pencil

   Example:

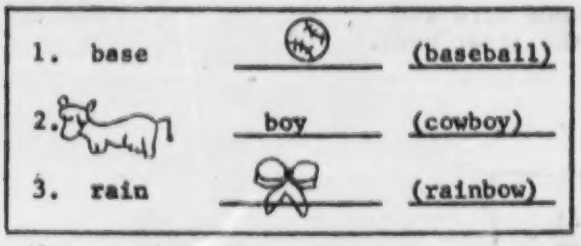
A	B	C	D
1. base	ball	(baseball)	
2. cow	boy	(cowboy)	
3. mail	box	(mailbox)	

4. Read orally a list of compound words, one at a at a time. Have one student say the first word and another student say the second word which forms the compound word. (Listening and Speaking)

5. Write on chalkboard a list of compound words. Have the student write on chalkboard the two words which form each given compound word. (Reading and Writing)

   Chalkboard
   Chalk

Facilitating Activities	Suggested Materials
6. Distribute word cards which contain half of a compound word. Have the student find a partner whose word will combine to form a compound word. Have each student orally say a sentence including the compound word. (Reading and Speaking)	Word cards
7. Distribute work sheets containing word-picture combinations which can form a compound word. Have the student write each compound word, and write a sentence using each word. (Reading and Writing) Example:	Wallace, Gerald, and Kaufman, James M. Teaching Children with Learning Problems, p. 175. Pencil Work sheet



8. Distribute work sheets, each containing eight words per row in random order, each word being part of a compound word. Have the student write the four compound words which can be formed in each row. (Reading and Writing) Example:	Work sheet Pencil

1. boy fire cow cracker way hall father grand

firecracker
cowboy
hallway
grandfather

Facilitating Activities

Suggested Materials

9. Write on the chalkboard a list of words, each of which is the first word in a compound word. Have the student write the word which combines with the given word to form a compound word. (Reading and Writing)

Chalkboard
Chalk
Paper
Pencil

Example:

1. mail _____
2. pine _____
3. snow _____
4. tooth _____
5. fire _____

Variation: Give the second word and have the student write the first word.

Example:

1. _____ ball
2. _____ corn
3. _____ hopper

10. Distribute work sheets each containing four words per line. Have the student circle a word which will combine with the first word to form a compound word. (Reading)

Work sheet
Pencil

Example:

1.	birth	party	(day)	way
2.	drug	house	book	(store)
3.	air	(port)	day	light

Facilitating Activities	Suggested Materials
11. Distribute work sheets divided into nine sections, each containing one word, all of which are the first words in compound words. Distribute envelopes containing the nine word cards which can be combined with the nine given words, to form compound words. Have the student glue the word card in one of the nine sections to form a compound word. (Reading)	Wedemeyer, Avaril, and Cejka, Joyce. Language Instructional Activities. Book 2, pp. 49-58. Work sheet Word cards

Example:

Words on cards--

1. dog
2. bread
3. boat
4. melon
5. port
6. bird
7. nut
8. board
9. stairs

hot _____	air _____	corn _____
water _____	row _____	pea _____
down _____	chalk _____	blue _____

12. Make and distribute a seek and find work sheet using compound words. Have the students circle the compound words. (Reading)	Work sheet Pencil
13. Distribute work sheets containing numbered rows of four words, one of which is a compound word. Have the student circle the compound word. (Reading)	Work sheet Pencil

Example:

1. news newest (newspaper) newer
2. (baseball) based bases basement
3. drives driving (driveway) drive

Facilitating Activities	Suggested Materials
14. Write on the chalkboard a list of words which can be part of compound words. Have the student write as many compound words as he/she can, using the given word. (Reading and Writing)	Chalkboard Chalk Paper Pencil
15. Distribute work sheets containing a two-paragraph story from previously taught vocabulary, using compound words. Have the student circle all compound words. (Reading)	Work sheet Pencil
16. Play "Concentration." Place, face down, twenty-four word cards, each containing half of a compound word, and having a number on the back of the card. Have the student say two numbers, and turn the cards face up. If the two words combine to form a compound word, have the student keep the cards and continue until he/she has a mismatch. Winner has the greatest number of pairs of cards. (Reading)	Word cards
17. Distribute work sheets containing a one-paragraph story from previously taught vocabulary, containing incomplete compound words. Have the student write a word which contextually completes each compound word. (Reading and Writing)	Work sheet Pencil

Example:

base	play	over
baseball	playground	overboard
baseman	playmate	overcoat
baseboard	playtime	overnight
	plaything	

Example:

Mary and Mother made cup __(cakes)__. They gave one to grand __(father)__. He packed it in his lunch __(box)__ along with his flash __(light)__ and got into his sail __(boat)__. He sailed to the light __(house)__ for a picnic. He had a nice after __(noon)__.

Facilitating Activities

Suggested Materials

18. Distribute work sheets, each containing a numbered list of compound words in one column, and the definitions of those words in random order in a second column. Have the student write the number of the compound word next to its definition. (Reading)

Example:

1.	grandmother	(5)	place where ballplayers sit
2.	broomstick	(6)	land along the sea
3.	doorstop	(2)	handle of a broom
4.	handsome	(1)	father's mother
5.	dugout	(4)	good-looking
6.	seacoast	(3)	the thing used to stop a door

19. Distribute work sheets, each containing a list of compound words, each followed by a choice of two definitions. Have student underline a definition which best describes the word. (Reading)

Work sheet
Pencil

1. Rainbow
   A. a bow that is wet
   B. pretty colors in the sky after it rains

2. Blueprint
   A. building plans
   B. write with blue ink

3. Steamroller
   A. a curler for your hair
   B. heavy roller used to crush rock and dirt in making roads

Facilitating Activities

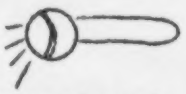
Suggested Materials

20. Distribute work sheets containing pictures of objects which represent compound words. Have the student write the compound word under each picture. (Reading and Writing)

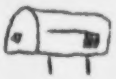
Work sheet
Pencil

Example:

(toothbrush)



(flashlight)



(mailbox)

(windmill)

(checkerboard)

(butterfly)

(beehive)

(horseshoe)

(firecracker)

(snowman)

21. Distribute work sheets, each containing a list of twenty words from previously taught vocabulary in one column, and twenty words in random order in a second column, which can be matched to the first column, to form compound words. Have the student match compound words by drawing a line from a word in the first column to a word in the second column. (Reading)

Work sheet
Pencil

EMH: LANGUAGE ARTS--LEVEL IV

Skill 13: Forming contractions

Behavioral Objective: Given a written list of twenty contractions, from previously taught vocabulary, the student will write the two words which correspond to each contraction.

Facilitating Activities	Suggested Materials
1. Explain that a contraction is two words combined in which a letter(s) is omitted, and replaced by an apostrophe. Stress that a contraction is easier to say than the two words it represents. (Listening)	
2. Show two word cards which can be combined to form a contraction. Cut out a letter and replace it with an apostrophe. Say the new word and have the student repeat it. (Listening and Speaking)	Word cards Scissors Cards: Plurals and Contractions.
3. Use the Language Master. Have the student listen and repeat the given contraction and the two words which represent it. (Listening and Speaking)	Teaching Machine: Language Master. Language Master cards
4. Write on the chalkboard a list of contractions and the words which combine to form each contraction. Say each word. Have the student repeat and then write each word. (Listening, Speaking, and Writing)	Chalkboard Chalk Paper Pencil

Example:

1.	haven't	have not	11.	aren't	are not
2.	don't	do not	12.	wasn't	was not
3.	doesn't	does not	13.	that's	that is
4.	couldn't	could not	14.	let's	let us
5.	wouldn't	would not	15.	won't	will not
6.	can't	can not	16.	it's	it is
7.	didn't	did not	17.	I'm	I am
8.	isn't	is not	18.	I'd	I would
9.	we're	we are	19.	I've	I have
10.	weren't	were not	20.	I'll	I will

5. Distribute work sheets each containing a paragraph of previously taught vocabulary, including contractions. Have the student circle all contractions. (Reading)	Work sheet Pencil

Facilitating Activities	Suggested Materials
6. Hold up flash cards with two words which can form a contraction. Have the student say the contraction. (Reading and Speaking) Example: [do not] Student says don't.	Flash cards
7. Distribute work sheets with four words per row. Have the student circle a word which can be combined with the first word to form a contraction, and then write the contraction. (Reading and Writing) Example: 1. I not (am) is ___I'm___ 2. can is would (not) ___can't___ 3. that (is) not am ___that's___ 4. was (not) is am ___wasn't___	Work sheet Pencil Game: Contractions Magic Show.
8. Distribute work sheets each containing a list of contractions. Have the student write the letter(s) represented by the apostrophes. (Reading and Writing) Example: isn't ___(o)___ let's ___(u)___ wasn't ___(o)___ I've ___(ha)___ I'd ___(woul)___ I'm ___(a)___ that's ___(i)___ I'll ___(wi)___	Work sheet Pencil
9. Distribute work sheets containing sentences from previously taught vocabulary, each sentence having two words which can be combined to form a contraction. Have the student rewrite each sentence using the contraction. (Reading and Writing) Example: 1. Jim is not at school. (Jim isn't at school.) 2. We are late. (We're late.)	Work sheet Pencil

Facilitating Activities	Suggested Materials
10. Distribute work sheets containing incomplete sentences from previously taught vocabulary, each sentence followed by two contractions. Have the student write the contraction which contextually completes the sentence. (Reading and Writing) Example: Mary _____ be here today. (won't, isn't) _____ going outside. (I've, I'm) _____ go home. (That's, Let's)	Work sheet Pencil
11. Distribute work sheets each containing a list of contractions and pairs of words which can form contractions. Have the student write the two words represented by the given contraction and write the contraction corresponding to the given pairs of words. (Reading and Writing) Example: let's (let us) could not (couldn't) I'd (I would) won't (will not) do not (don't) can not (can't) wasn't (was not) we are (we're) that's (that is)	Work sheet Pencil
12. Distribute work sheets containing sentences from previously taught vocabulary. Have the student rewrite the sentence, using a contraction to form a sentence which is opposite in meaning to the given sentence. (Reading and Writing) Example: 1. It is raining. (It isn't raining.) 2. The rainbow was pretty. (The rainbow wasn't pretty.) 3. The baby could walk. (The baby couldn't walk.)	Work sheet Pencil

Facilitating Activities	Suggested Materials
13. Distribute work sheets containing a list of paired-words, each of which can be combined to form contractions. Have the student write the contraction and a sentence including the contraction. (Reading and Writing) Example: does not--doesn't--She doesn't like rain.	Work sheet Pencil
14. Distribute a written list of twenty contractions from previously taught vocabulary. Have the student write the two words which correspond to each contraction. (Reading and Writing)	Work sheet Pencil

EMH: LANGUAGE ARTS--LEVEL IV

Skill 14: Recalling factual information

Behavioral Objective: Given a written four-paragraph story from previously taught vocabulary, and ten written questions of who, when, where, how, what, and why, the student will write the answer to each question.

Facilitating Activities	Suggested Materials
1. Refer to EMH: Language Arts--Level III, Skills 5 and 9.	Jefferson County Public Schools. EMH: Language Arts--Level III.
2. Show a picture. Write on chalkboard four sentences, one of which pertains to the picture. Have student silently read the sentences and write the one sentence which corresponds to the picture. (Reading and Writing)	Chalkboard Chalk Paper Pencil Picture cards
3. Have the student tell a story. Ask questions about the story. Have another student orally answer questions about the story. (Listening and Speaking)	
4. Have the student read silently a three-paragraph story from previously taught vocabulary and draw a picture describing the setting of the story. Compare the drawings and discuss the similarities and differences. (Reading)	
5. Have the student read silently a three-paragraph story from previously taught vocabulary. Distribute work sheet containing factual questions. Have the student draw a picture to answer each question. (Reading)	Work sheet Pencil
6. Read orally a story. Ask such questions as when in the story did something funny happen or when did they first know Sally was sad. Have the student orally answer each question. (Listening and Speaking)	Wallace, Gerald, and Kaufman, James M. Teaching Children with Learning Problems, p. 184.

Facilitating Activities	Suggested Materials
7. Distribute work sheets containing the headings who, where, when, why, and how, and a list of phrases from previously taught vocabulary at the bottom of the sheet. Have the student write the phrase under the corresponding heading. (Reading)	Work sheet
8. Play "Riddles." Write short stories describing an object or animal. Have the student read silently the story and tell what animal or object the story is describing. (Reading and Speaking)	Ekwall, Eldon E. Locating and Correcting Reading Difficulties, pp. 79-80.

Example:

My home is in the country,
I live on a farm.
The farmer's children take care of me.
They give me grain and water.
I give them eggs.
I am a good friend of yours.
What animal am I?

9. Have the student orally read a four-paragraph story from previously taught vocabulary. Periodically stop the student and ask a question about the story. Have the student orally answer. (Reading, Listening and Speaking)

Example:

What color was the cat?
Was it large or small?
How do you know whether it was large or small?

10. Read orally a story to the class. Discuss the important details and the main idea. (Listening and Speaking)

11. Have the student read silently a four-paragraph story from previously taught vocabulary. Discuss and select the main idea. Have the student write five details which describe the main idea. (Reading and Writing)

Facilitating Activities	Suggested Materials
12. Have the student read silently a four-paragraph story from previously taught vocabulary. Ask questions, one at a time, and have the student write the word(s) which answer each question. (Reading and Writing) Example: 1. Find the word in the second paragraph which describes Joe's dog. 2. What word in the third paragraph describes how Joe felt?	
13. Have the student read silently a four-paragraph story from previously taught vocabulary and write the events as they occurred in the story. (Reading and Writing)	Paper Pencil
14. Have the student read silently a story from previously taught vocabulary. Write on the chalkboard a list of phrases and/or sentences some of which do not pertain to the story. Have student write the phrases and/or sentences which pertain to the story. (Reading and Writing)	Chalkboard Chalk Paper Pencil
15. Read orally a story to the class. Have the students discuss how they would react if they were characters in the story. Use such questions as what would you do, how would you feel, would you like it if. . . . (Listening and Speaking)	
16. Distribute work sheets each containing a four-paragraph story from previously taught vocabulary, having incomplete sentences. Have the student write the words which contextually complete the story. (Reading and Writing)	Work sheet Pencil
17. Distribute work sheets containing paragraphs from previously taught vocabulary, each paragraph followed by three sentences about the paragraph. Have the student underline the one sentence which is the main idea of the paragraph. (Reading)	Work sheet Pencil

Facilitating Activities	Suggested Materials
18. Have the student silently read a four-paragraph story from previously taught vocabulary and list details. Write on the chalkboard the words Important and Not Important. Have the student write the details under the corresponding words. (Reading and Writing)	Ibid., p. 75.
19. Distribute work sheets each containing a four-paragraph story from previously taught vocabulary and ten written questions of who, where, when, how, what, and why. Have the student write the answer to each question. (Reading and Writing)	Work sheet

NONPRINT MEDIA

Cards/Card Sets

Blends and Digraphs Pictures for Peg Boards. Ideal School Supply Company, n.d. 80 picture cards and 26 consonant cards. 3 3/4" x 4". Color.

Consonant Blends and Digraphs Playing Cards. McGraw-Hill/Early Learning, n.d. 108 color-coded cards.

Dolch, Edward W. Group-Size Consonant Cards. Garrard Press, n.d. Contains 2 cards for every consonant and digraph and 1 card for each blend.

_____. Group-Size Vowel Cards. Garrard Press, n.d. Contains 2 cards for all short and long vowels, digraphs, diphthongs, and other vowel combinations.

Economo Sentence Builder. Milton Bradley Company, n.d. Word cards for use in sentence building.

Form-A-Sound. Ideal School Supply Company, n.d. 40 illustrated cards. 8 1/2" x 11". Color.

Long and Short Vowels. Instructo, n.d. Picture, letter, and word cards.

Long Vowels. Wipe-off cards. Trend Enterprises, Inc., n.d. 12 reusable cards with long vowel sounds and pictures. 8" x 11".

Magic Cards - Blends and Digraphs. Ideal School Supply Company, n.d.

Magic Cards - Vowels. Ideal School Supply Company, n.d. 24 exercises on 8 1/2" x 11" cards with matching plastic envelopes.

Match the Vowel. Educational Aids, 1966. 2 sets of cards for 2 games.

Phonetic Drill Cards. Milton Bradley Company, n.d. 23 hinged cards forming 15 words each. 8" x 9 7/8".

Phonic Rummy. Sets B and C. Kenworthy Instructional Materials, 1953. Each set contains 2 packs of 60 cards each for matching sounds of vowels and digraphs.

Picture Card Collection. McGraw-Hill/Early Learning, n.d. Contains 104 illustrations to identify a group by initial sound. 5 1/2" x 8 1/2". Color.

Plurals and Contractions. Language Activity Cards. Weber Costello, n.d. 8 cards. 10 1/2" x 13 1/2". Color.

Rainbow Word Builders. Kenworthy's Instructional Materials, n.d. Contains consonants on white cards, vowels on blue, digraphs on green, and phonograms on yellow.

Sentence Builder. Milton Bradley Company, n.d. Word cards for use in sentence building.

Syllables and Compound Words. Language Activity Cards. Weber-Costello, n.d. 8 cards. 10 1/2" x 13 1/2". Color.

Tray Puzzle--Phonics. Ideal School Supply Company, n.d. Set of 4: Vowels, Consonants, Blends, Digraphs.

United States Flash Cards. Milton Bradley Company, n.d. Contains flash cards to teach facts about all 50 states.

Vowel Pictures for Peg Boards. Ideal School Supply Company, n.d. 103 picture cards, 220 word cards and 24 vowel symbol cards. 3 3/4" x 4". Color.

Word Blends. Kenworthy's Instructional Materials, n.d. Manipulative card set containing 144 words.

Word Suffixes. Kenworthy's Instructional Materials, n.d. Manipulative card set to teach 24 word endings.

Charts/Posters/Study Prints

Afro-American History Poster Cards. Milton-Bradley Company, n.d. 20 poster cards. 11 1/4" x 14". Color.

American Inventors. Dennison Bulletin Board Aids, n.d. 8 color portraits.

Antonym Poster Cards. Milton Bradley Company, n.d. 30 poster cards. 11 1/4" x 14". Color.

Antonyms. Power with Words. Vanguard Visuals Company, n.d. 4 posters. 8 1/2" x 22". Color.

Blends and Digraphs Charts. Ideal School Supply Company, n.d. 5 charts. Color.

Calendar Chart. Ideal School Supply Company, n.d. 20" x 26" chart to develop number and time concept. Color.

Compound Words. Vanguard Visuals Company, n.d. 4 posters. 8 1/2" x 22". Color.

Consonant Blends and Digraphs Wall Reference Charts. McGraw-Hill Company, n.d.

Digraphs and Diphthongs. Basic Phonics Series. Instructor Curriculum Materials, n.d. 24 charts, 96 flashcards and teacher's guide.

Famous Black Americans. Dennison Bulletin Board Aids, n.d. 16 color portraits with biographies.

Great Americans of the 20th Century Poster Series. Instructo, n.d. 10 posters. 17" x 22". Color.

Holiday Poster Set. Instructo, n.d. 10 posters. 21" x 27". Color.

Holiday Posters. Trend Enterprises, n.d. 10 posters. 21" x 29". Color.

Holiday Scenes. Scholars, n.d. 3 posters with 6 scenes. 34" x 11". Color. Includes book of 6 mini-plays.

Holidays. David C. Cook Publishing Co., n.d. 12 study prints. 10 3/4" x 13 3/4". Color.

Holidays and Seasons. CKBCO Standard Publishing, n.d. 12 study prints. 11" x 14". Color.

Holidays of the Year. Vanguard Visuals Company, n.d. 10 posters. 12" x 18". Color.

Instructor Basic Phonics: Digraphs and Diphthongs. F. A. Owen Publishing Company, 1963. Charts.

Instructor Basic Phonics: Vowels and Vowel Digraphs. F. A. Owen Publishing Company, 1963. 24 charts and 96 flash cards.

International Days of the Week. Vanguard Visuals Company, n.d. 7 posters. 9" x 12". Color.

Long Vowels. Trend Enterprises, n.d. 7 bulletin board cutouts. Color.

Monthly Highlights Series. Instructo, n.d. 30 posters. 17" x 22". Color.

Monthly Posters. Trend Enterprises, n.d. 10 posters. 21" x 29". Color.

Months of the Year. Vanguard Visuals Company, n.d. 12 posters. 12" x 18". Color.

Poster-of-the-Month Set. Instructo, n.d. 10 posters. 21" x 27". Color.

Presidential Posters. Vanguard Visuals Company, n.d. 36 posters. 8 1/2" x 11". Color.

The Presidents. Dennison Bulletin Board Aids, n.d. 37 color portraits.

Punctuatio Vanguard Visuals Company, n.d. 8 posters. 8 1/2" x 11". Color.

Seasonal Poster Set. Instructo, n.d. 8 posters. 17" x 22". Color.

Spelling Generalization Charts. Ideal School Supply Company, n.d. 18 charts. Color.

20 Holidays and Special Days Posters for the School Year. Instructor Curriculum Materials, n.d. 20 posters. 13" x 17". Color.

Vowel Cards. Garrard Press, Publishers, n.d. Group-size cards.

Vowel Charts. Ideal School Supply Company, n.d. 10 charts. Color.

Vowel Combinations Wall Reference Charts. Second Experiences with Vowels Kit. McGraw-Hill/Early Learning, n.d. 16 color charts.

Vowel-Links Poster Cards. Milton Bradley Company, n.d. Illustrated poster cards containing a picture and a word with missing vowel or vowels to identify. 11 1/4" x 14". Color.

Vowel Poster Cards. Milton Bradley Company, n.d. 30 illustrated cards. 11 1/4" x 14". Color.

Vowel Sounds Chart. Palmer's Plastic-Coated Charts, n.d.

Other

Day By Day Calendar. Milton Bradley Company, n.d. Calendar in color with easy-to-change date cards. 21" x 20".

Holiday Cutouts. Milton Bradley Company, n.d. 144 colored felt cutouts.

Opposite Concepts. Instructo, n.d. Flannelboard set consisting of over 40 illustrations to match in opposite pairs.

Opposites Flannel Aid. Milton Bradley Company, n.d. 64 illustrated cards consisting of 32 opposites. 2 7/8" x 4 1/4". Color.

Judy Calendar. Judy Company, n.d. Interchangeable wood units on a 21" x 23" wood frame. Updated units for five years are included.

Perpetual-Seasons Calendar. Vanguard Visuals Company, n.d. 32" x 22" colored board calendar. Months and days cutouts are included.

Phonetic Word Wheel. Milton Bradley Company, n.d. Word wheel which rotates to combine initial sounds with word endings.

Plastic Calendar. Trend Enterprises, n.d. 21" x 24" calendar with interchangeable numeral discs for monthly adjustment.

Punctuation Pointers. Trend Enterprises, n.d. 12 colored cutout figures ranging to 19 1/4".

Vowel Combination Puzzles. Instructo, n.d. 6 color-coded puzzles.

Vowel Wheels. Milton Bradley Company, n.d. 10 word wheels. 3/4" x 5".

Wooden Calendar. Playskool, n.d. 17 1/2" wide, 25 1/4" high with removable days, months, and years through 1976.

Games

The Caveman Plurals Center. Instructo, n.d. Contains manipulative wheels to form plural endings, a gameboard, and work sheets.

Contractions Magic Show. Instructo, n.d. Contains a magical game, self-checking word wheels, and duplicating masters.

Dolch, Edward W. Vowel Lotto. Garrard Press, n.d. Picture cards used for matching vowel sounds.

End-in-E-Game. Ideal School Supply Company, n.d. Uses hinged cards to teach the concept of the silent e.

Punctuation--Periods, Question and Exclamation Marks. Instructo, n.d. Jigsaw puzzles, game board, poster, duplicating work sheets.

Sea of Vowels. Opportunities for Learning, Inc., n.d. Contains game board and other necessary materials for imaginary game whereby child travels by submarine in search of lost treasure.

Vowel Combinations Playing Cards. Second Experiences in Early Learning Kit. McGraw-Hill/Early Learning, n.d. 52 cards (39 picture and 13 letter).

Kits

All Year Classroom Calendar. Bemiss-Jason Corporation, n.d. Includes ten 23" x 35" calendar backgrounds, cards and cutouts.

Blends and Digraphs. Listen-Look-Learn Series. Ideal School Supply Company, n.d. Contains 5 cassettes, duplicator work sheets, and mark on - wipe off lesson cards.

Comparing Opposites. Instructo, n.d. Includes colored picture scenes, interlocking picture pairs, and work sheets.

First Experiences with Vowels. McGraw-Hill/Early Learning, n.d. Contains a record-picture set, a duplicating masters book, colored picture cards (5 1/2" x 8 1/2"), colored reference charts (8 1/2" x 11") and 5 blocked letter cards (5 1/2" x 8 1/2").

Long Vowel Sounds. O'Hare Starite Program. Allied Education Council, n.d.

The Phonetics Factory. Ideal School Supply Company, n.d. 6 cassettes with 34 lessons and spirit duplicator sheets.

The Phonics Story Series. Opportunities for Learning, Inc., n.d. Contains 10 color filmstrips, 5 cassettes, 10 spirit master work sheets, 10 color wall charts (11 1/4" x 23"), and a teacher's manual.

Second Experiences with Consonants. McGraw-Hill/Early Learning, n.d. Contains picture album of blends and digraphs, dramatic play unit, consonant blends and digraphs wall reference charts (8 1/2" x 11"), four spirit duplicating books, consonant blends and digraph playing cards.

Second Experiences with Vowels. McGraw-Hill/Early Learning, n.d. Contains easels, reference charts, duplicating book, playing cards, and mobiles.

Vowel Enrichment. Listen-Look-Learn Series. Ideal School Supply Company, n.d. Contains 10 cassettes or tapes, duplicator work sheets, and mark on - wipe off lesson cards.

Vowel Series. Look, Listen and Learn Program. Opportunities for Learning Inc., n.d. 6 units each containing 8 transparencies, 16 duplicating masters, and teacher's guide.

Vowel Sounds/Self-Instructional Modalities. Milton Bradley Company, n.d. Includes 10 lessons on 5 cassette tapes, 5 vowel wheels, and 10 packs of individual response sheets.

Records/Tapes

Blends and Digraphs. Cassettes for Sound Learning. Opportunities for Learning, Inc., n.d. 5 cassettes (10 lessons), spirit master work sheets, and teacher's manual.

Classification-Opposites-Sequence. Cassettes for Sound Learning. Opportunities for Learning, Inc., n.d. 5 cassettes (10 lessons), spirit master work sheets, and teacher's manual.

Consonants and Digraphs. Cassettes for Sound Learning. Opportunities for Learning, Inc., n.d. 8 cassettes (16 lessons), spirit master work sheets, and teacher's manual.

Listen and Do: Consonants. Houghton Mifflin Company, n.d. 16 cassettes (32 lessons), 32 duplicating master work sheets, and teacher's guide.

Listen and Do: Vowels. Houghton Mifflin Company, n.d. 11 cassettes (22 lessons), 22 duplicating master work sheets, and teacher's guide.

Rules of Punctuation. Cassettes for Sound Learning. Opportunities for Learning, Inc., n.d. 6 cassettes (12 lessons), duplicating master work sheets and teacher's manual.

Sound Blending Program. Opportunities for Learning, Inc., n.d. 2 cassettes (12 lessons) and a duplicating master workbook.

Synonyms/Antonyms. Vocabulary Development/Self-Instructional Modalities. Milton-Bradley Company, 1974. 1 cassette (2 lessons) and individual response sheets.

Vowel Enrichment. Cassettes for Sound Learning. Opportunities for Learning, Inc., n.d. 10 cassettes (20 lessons), duplicating master work sheets, and teacher's manual.

Vowels. Cassettes for Sound Learning. Opportunities for Learning, Inc., n.d. 10 cassettes (20 lessons), duplicating master work sheets, and teacher's manual.

Word Building. Cassettes for Sound Learning. Opportunities for Learning, Inc., n.d. 9 cassettes (18 lessons), duplicating master work sheets and teacher's manual.

Word Endings. Vocabulary Development/Self-Instructional Modalities. Milton-Bradley Company, 1974. 1 cassette (2 lessons) and individual response sheets.

Duplicating Masters/Transparencies

Blends and Digraphs Transparencies. Ideal School Supply Company, n.d. 3 transparencies. Color.

Consonant Blends and Digraphs. Part II. Instructo, n.d. Book of duplicating masters.

Consonant Digraphs Starring Thickory. Second Experiences with Consonants Kit: Consonant Blends and Digraphs. McGraw-Hill/Early Learning, n.d. Book of duplicating masters.

Listen and Learn with Phonics. Book III. American Interstate, 1966.

Long and Short Vowels Spirit Duplicating Masters Book. McGraw-Hill/Early Learning, n.d.

Masters and Masks: Consonants. Milton Bradley Company, n.d. 24 spirit masters with 6 reversible, self-checking, overlay masks.

Masters and Masks: Vowels. Milton Bradley Company, n.d. 24 spirit masters and 6 self-checking overlay masks.

Phonics III B. Hayes School Publishing Company, Inc., n.d. Book of duplicating masters.

Phonics IV A. Hayes School Publishing Company, Inc., n.d. Book of duplicating masters.

Sounds in Words. Book 10. Gel-Sten, Inc., n.d. Book of duplicating masters.

Sounds in Words. Book 15. Gel-Sten, Inc., n.d. Book of duplicating masters.

Spelling Generalization Transparencies. Ideal School Supply Company, n.d. 9 transparencies. Color.

Third Grade Language Drills. A Guide to Better English Series. Hayes School Publishing Company, Inc., n.d. Book of duplicating masters.

Vowel Combinations Spirit Duplicating Book. Second Experiences with Vowels Kit. McGraw-Hill/Early Learning, n.d. Book of duplicating masters.

Vowel Duplicator Work Book. Ideal School Supply Company, n.d. Book of duplicating masters.

Vowel Transparencies. Ideal School Supply Company, n.d. 5 transparencies. Color.

Word Analysis. Look, Listen and Learn Program: Advanced Reading Skills Series. Opportunities for Learning, Inc., n.d. 8 transparencies, 16 duplicating masters and teacher's guide.

Workbook

My Life Pictionary--Verbs. Mafex Associates, n.d.

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Kottmeyer, William A., and Ware, Kay. Conquests in Reading. New York: McGraw-Hill Book Company, 1963.

Jefferson County Public Schools. Educable Mentally Handicapped: Language Arts--Level III. Louisville, Ky.: Jefferson County Board of Education, 1975.

_____. Learning Difficulties: Oral Language Development--Levels III-V. Louisville, Ky.: Jefferson County Board of Education, 1975.

_____. Learning Difficulties: Reading--Level III. Louisville, Ky.: Jefferson County Board of Education, 1975.

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Moyer, John. Famous Frontiersmen. Northbrook, Ill.: Hubbard Press, 1972.

Ribisl, Jean M., and Ribisl, Paul M. Consonant Capers. Book 6. Boston: Houghton Mifflin Company, n.d.

Ryan, I. Phonics and Word Analysis Skills. Teacher's Guide, Grade II, Part I. Elizabethtown, Penn.: Continental Press, Inc., 1966.

_____. Phonics and Word Analysis Skills. Teacher's Guide, Grade III, Part II. Elizabethtown, Penn.: Continental Press, Inc., 1966.

_____. Phonics and Word Analysis Skills. Teacher's Guide, Grade IV, Part I. Elizabethtown, Penn.: Continental Press, Inc., 1966.

Wallace, Gerald, and Kaufman, James M. Teaching Children with Learning Problems. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973.

Wedemeyer, Avaril, and Cejka, Joyce. Language Instructional Activities. Book 2. Denver, Colo.: Love Publishing Company, 1972.

BOOK SELECTION AND REEVALUATION POLICY

Objectives

The primary objective of the school materials center is to implement, enrich and support the educational program of the school.

The school materials center should contribute to the social, intellectual, cultural and spiritual development of the students.

Selection

Materials for the school materials center should be selected by librarians in consultation with administrators, supervisors, faculty members, students and parents.

Reputable, unbiased, professionally prepared selection aids should be consulted as guides.

Criteria for selection

Selection should consider the needs of the individual school based on a knowledge of the curriculum and on requests from administrators and teachers.

Consideration should be given to individual students based on a knowledge of elementary and secondary youth and on requests of parents and students.

Selection should provide for a wide range of materials on all levels of difficulty, with a diversity of appeal and the presentation of different points of view.

The instructional materials should have high literary value.

Materials should have superior format.

Jefferson County Public Schools. Key to Policies and Procedures for Librarians. Louisville, Ky.: Jefferson County Board of Education, 1969.

BOOK SELECTION AND MATERIAL REEVALUATION PROCEDURES

Revised June 27, 1969

We seek to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights, and to instill appreciation of the values of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints upon free inquiry and learning and in which academic freedom for teacher and student is encouraged.

It is further recognized that there are areas of such a controversial or questionable nature that some restraints upon complete academic freedom are necessary.

The Jefferson County Board of Education wishes to meet ignorance, hatred and prejudice not with more ignorance, hatred and prejudice; but with understanding, goodness, and reason. Therein no individual will be allowed to impose his personal views in any subject area, and the best professional behavior and individual thought will be expected at all times. When political, moral or social problems arise within the classroom as topics of discussion or study, opportunities for opposing points of view must be provided.

The Board of Education does not advocate a policy of censorship, but a practice of judicious selection of materials to be used with students in the classrooms of Jefferson County Public Schools, and wants only to be helpful to the teachers in providing good learning experiences for boys and girls. Teachers shall use prudent judgment in determining whether materials are of such nature and shall submit items to their principal and supervisors for approval before inclusion in their instructional programs. Should such material be selected for inclusion in a teacher's curriculum guide, and objections to same evolve, the Board insists upon the following.

Individuals involved will be provided an opportunity to discuss the matter fully with local school personnel.

The materials reevaluation procedure will be initiated and conclusions reported to the school and individuals involved. See attached BOOK SELECTION AND MATERIALS REEVALUATION POLICY.

With reference to library books per se and book selection, the form used in 1963-69 and the years before may be used. See attached CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL.

Furthermore, in recognition of the scope of this problem, the Board encourages the administrations of the local schools to form panels of qualified persons, appointed fairly (e.g., teacher, parents and other school and community representatives) to consider materials to be used in the curriculums that might have an adverse effect on students. In addition, the Board suggests that individual school departments be encouraged to consider, read and review all supplementary curricular inclusions that might be offensive politically, socially or otherwise.

BOOK SELECTION AND MATERIALS REEVALUATION POLICY

Individuals, organizations, or groups who challenge or criticize instructional materials shall be asked to complete the form Citizen's Request for Reevaluation of Material comparable to that suggested by the National Council of Teachers of English.

After completing the above mentioned form, a school committee composed of the teacher in the subject area, the principal, the supervisor and the librarian shall review with the complainant the written criticisms and attempt to reach a decision concerning the complaint.

If a decision is not reached which is satisfactory to the complainant, the principal shall request the Associate Superintendent for Instruction to delegate a central committee to review and make a final decision concerning the disposition of the complaint. This decision will be reported back to the principal by the Associate Superintendent for Instruction. This central committee shall be composed of an administrator, a supervisor in the subject area under question, a classroom teacher in the subject area, the Coordinator of Library Services and a mature* parent, preferably from the school district from which the complaint orginates. No member of the central committee shall have been a member of the local school committee with the exception of the supervisor.

The materials involved shall have been withdrawn from general circulation and use pending a decision in writing by the central committee.

However, in the event the complainant does not concur with the decision, he may request that this child be excused from any contact with the objectionable subject matter. Such requests will be honored.

*The word mature in this context applies to all members of the committee and means highly developed or advanced in intellect, moral qualities and outlook.

The materials center in each school should have on file "Citizen's Request for Reconsideration of a Book" from The Students' Right to Read. Reprinted by permission of the National Council of Teachers of English, October 16, 1963.

CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL

Type of Material _____Book _____Filmstrip _____Lecture _____Film _____Record _____Other

Author (if known) _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

Complainant represents:

_____himself

_____organizations (Name) _____

_____other group (Name) _____

1. To what in the material do you object? (Please be specific) _____

_____

2. What do you feel might be the result of exposure to the material? _____

_____

3. For what age group would you recommend this material? _____

4. Is there anything good about this material? _____

5. Did you inspect all of this material carefully? _____ What parts? _____

_____

6. Are you aware of the judgment of this material by critics? _____

7. What do you believe is the theme or main idea in this material? _____

_____

8. Which of the following would you like the school to do with this material?

_____refrain from assigning it to your child

_____withdraw it from all students

_____refer it to the committee for reevaluation

9. In its place, what material, if any, would you recommend that would convey as valuable a picture and perspective of our civilization? _____

_____

Signature of Complainant _____